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Homemaking

An Integrated
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HOMEMAKING

An Integrated Teaching Program

BY

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INTRODUCTION BY

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A WORD TO TEACHERS BY

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D. APPLETON-CENTURY COMPANY
INCORPORATED

NEW YORK

LONDON

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PRINTED IN THE UNITED STATES OF AMERICA

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Introduction

TEACHERS of home economics should be deeply grateful to the author of this book for the splendid way in which she has made home economics stand out as a live study. Home economics in our schools has very often been a dead subject because of the methods used in presenting it.

The author, as a teacher of home economics has always been a student of the psychology of learning and has based her years of study and experimentation on the findings of the greatest teachers in this field. Her point of view is a progressive one.

This book in the method which it expounds, marks an epoch in home-economics teaching. It might well be called *home economics moderne* for it strikes a new keynote and its method of organization and administration is quite unique. The author has succeeded in making this content a worth-while subject in the daily lives of her children in their homes as well as in their school practices. The children like it and are actively interested in pursuing the lesson assignments. They enjoy the given responsibilities and the opportunities for working freely with initiative. Learning becomes a very real and active process in which the children are apparently unconscious of the learning, and the learnings are carried home through the new and live interests of the children. This is the real test of the teaching of the home-economics studies.

The author has given much interesting material for the testing of learnings in this field. The practical tests are very original, significant, and suggestive to teachers who have too often relied entirely on the essay type of examination. The author makes many suggestions for other types of tests.

Many teachers will wish to follow the methods suggested by the author in their entirety; others will wish to use certain suggestions in adaptation to their own conditions. Inexperienced teachers may find the methods suggested difficult to carry out but with practice will pursue the new ways because of the satisfactory results achieved. Our training schools will in time prepare young teachers to work with greater freedom and to be more conscious of the methods of teaching which they employ.

Home economics is a live subject for it touches every phase of daily living. Teachers in this field have a rare opportunity for service if they can achieve the final result of bringing about better practices in the home from which their children come. This book should enable them to achieve this result. Success of the teacher of home economics is assured if this is accomplished.

ANNA M. COOLEY

May 5, 1935
Paris, France

Acknowledgments

EVERY word and every idea in a book of this kind owes its inception to the inspiration and help of teachers and counselors of the author; to colleagues with whom experience has been gained; and to children and parents who have borne with her during the trials and errors of teaching. It is difficult to tell exactly what parts have come from special individuals.

But to the late Dr. F. G. Bonser who encouraged the approach through skills to homemaking problems; to Professor Anna M. Cooley who guided her through the pages; to Miss Marion S. Van Liew who criticized the teaching and the manuscript; to the Board of Education, and the Supervising Principal, Mr. Hermann L. Ronnei, of the Valhalla, New York, School District who provided for, permitted, and encouraged the experimental teaching; and to all those kind critics who visited the classes and helpfully pointed out ways of improving the teaching, the author expresses her deep appreciation.

E. M. H.

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A Word to Teachers

ALTHOUGH this book was written by a teacher in New York State and the success of the method was demonstrated in connection with the state program of home-economics education, it would seem that this plan for teaching could be used in any state or any country where the objective of home economics work is to develop a situation in the classroom that approximates that of the home.

In recent years much emphasis has been placed on making the home-economics classroom homelike. The use of the plan described in this book will not only encourage a physical set-up that will be homelike, but will develop a homelike procedure in class work. It will also create in the pupils a desire to assume the responsibility for the duties necessary to the conduct of a well run home.

After reading this book, a teacher might think that this method of teaching could be used only in a school apartment or informal classroom. It is true that this plan of work gives teachers an excellent way to conduct home-making in an apartment or house. However, in experiments made by several teachers in this state the formal laboratory was found to be no hindrance to the use of this method of class conduct.

With the increase in registration in home-economics classes, teachers are facing a problem of class management and limited equipment that is disturbing to the progress of the work. This book suggests a way to conduct

a class by the group plan which makes it no longer necessary to have equipment for all pupils to do the same thing at the same time. If carried out successfully, this plan of class conduct will develop pupil independence. There is no reason why this method cannot be used in any grade or any type of class work if the teacher adjusts the content of subject-matter to the ability, interests, and needs of the pupil.

MARION S. VAN LIEW

Homemaking

An Integrated
Teaching Program

FOREWORD

THE CHALLENGE OF THE HOMEMAKING APARTMENT

A philosophy of the home is the foundation of homemaking and the curriculum for the homemaker should result in a manifold of skills, knowledges, and understandings unified by a general conception which gives balance, proportion, vitality, restraint, and artistry to the exercise of all of them.¹

THE homemaking curriculum itself, in this rapidly changing social order, has been a thing of such rapid growth and so wide in its scope that it seems to have overwhelmed leaders in the field to the extent that *method* of teaching has had perhaps less attention than it has received in other fields of education. Most writers on home economics concur with the statement made in one of the more recent books that choice of method as well as of subject-matter and its order of presentation must be left to the judgment of the individual teacher. However, they do recognize that the trend toward shorter class periods demands careful conservation of pupil time.²

But such has not been the solution in other fields of teaching. Most home-economics teachers, laboring under heavy teaching loads, are looking for an economical method of presentation which will bring about just the balance described in the introductory quotation.

¹ Anna M. Cooley, "Homemaking" in *A New Force in Education* (The National Congress of Parents and Teachers, Washington, D. C., 1929). Quoted from an address by Dean Henry W. Holmes of the Graduate School of Education, Harvard University in 1929 at Boston.

² Lanman, McKay, and Zuill, *The Family's Food* (Lippincott, 1931).

The field of homemaking is richly supplied with textbooks and sourcebooks containing quantities of valuable information. "Methods of teaching presuppose the existence of subject-matter and consist of what-the-teacher-does in helping pupils to learn subject-matter."³ The progressive home-economics teacher, concerned with economical and efficient use of her equipment and her pupils' time, is confronted in particular with a problem in establishing a satisfactory learning situation. Many times this has been called "classroom management." Here we shall term it "plan of organization."

Since 1910 homemaking apartments have been increasing in number as either a part or all of the setting for home economics teaching. Especially is this true in junior high schools (see the table below). But too often the teacher has accepted the apartment as a desirable show-place and has gone merrily along, teaching in exactly the same formal way she previously used in the laboratory or recitation room. One who visits schools, in various parts of the country, is very conscious of the artificiality of the apartment set-up, both from the point of view of appearance and of the activities which are being carried on within it. Most apartments are equipped but are not made livable. They give the visitor the bare, institutional effect with which he is confronted on entering the usual advertised "furnished apartment for rent." The necessities are there—the large pieces of furniture, and in the case of the school apartment, complete outfits of cooking and sewing equipment. But the intimate pieces of furniture, the pictures, flowers, plants, and knick-knacks which give to a house its charm, these are almost invariably lacking. Brodshaug found in his inventory of equipment that

³ Waples and Tyler, *Research Methods and Problems* (Macmillan, 1930).

PERCENTAGE OF HIGH-SCHOOL BUILDINGS HAVING APARTMENT SET-UP *

Type of Room or Laboratory	1904-07	1908-12	1913-17	1917-30	1930 Selected Schools
	1	2	3	4	5
Living		6.3	22.5	34.5	59.0
Dining	33.3	40.7	55.0	74.1	76.9
Bed		9.4	27.5	37.9	76.9
Bath		3.1	15.0	29.3	61.5
Kitchen				29.3	53.9

* Melvin Brodshaug, *Buildings and Equipment for Home Economics* (Teachers College, Bureau of Publications, 1932). The information in the table shown above is from Table V of Brodshaug.

This shows how the apartment appeared for the first time between 1908 and 1912 and its increase during later years. It indicates that until 1917 there were no kitchens, but rather, cooking laboratories.

The figures in columns 1, 2, and 3 were obtained by Brodshaug by analyzing floor plans of school buildings in the *American School Board Journal*. Columns 4 and 5 were the floor plans of the particular schools whose equipment he studied. Those in column 5 represent schools selected by state departments of education as having superior home-economics equipment. The fact that the percentages in this last group are so much higher clearly shows that state departments consider the informal type of equipment as found in the apartment is superior to the formal laboratory.

there were no pieces of small furniture or "novelties" included and he concluded that the "art objective" in homemaking was being woefully neglected. This is a lack commonly felt by non-home-economics visitors.

In one of the largest high schools in the country, the artificiality of the homemaking apartment is emphasized by having the class sit in rows outside an apartment while a selected group of two or three pupils carry on the activities for a day. And in a recent issue of the official organ of the federal Office of Education,⁴ a picture of such an apartment is shown, leading the reader naturally to infer

⁴ Emmeline S. Whitcomb, "Homemaking Education," *School Life*, Vol. XVIII, p. 3.

that this is considered a modern and desirable method of teaching homemaking in schools.

In a new building, which was completed two years ago at a cost of several million dollars, the homemaking apartment was planned and furnished by experts in home economics to be a "livable home" as well as an efficient teaching center. But a visit to this apartment today will give one the feeling of entering an old-type clothing laboratory, with rows of chairs ranged in front of the teacher's desk and the living-room furniture pushed to the far end of the room. More obvious is the situation in one especially progressive school, which was in the vanguard of those installing apartment equipment, where the apartment has been definitely abandoned and the formal classroom and laboratory has been placed in its stead. A leader in the field of progressive education who has made a recent survey of progressive schools in the United States, feels that only a better utilization of the apartment as to space and efficacy of teaching will justify its continuance in the future.

Are we then to conclude that the apartment as a setting for the teaching of homemaking has failed? Are we to compromise with the old-type classroom and the apartment by having an observation suite? Are we to return to the hollow-square of earlier days and to teaching subjects—cooking, sewing, laundering, etc.?

More, rather than less, emphasis is being laid on the importance and scope of homemaking education in the schools.

To review the last two years in homemaking education is to chronicle a succession of striking events and progressive steps unparalleled in the history of the movement. The two years have witnessed significant extension of the homemaking program to embrace a wider service. . . . They have been

marked by a rebuilding of the homemaking curriculum and the publication of many new books and pamphlets of outstanding significance.⁵

Even before this, the list of objectives found by Brodshaug to be accepted by the leaders in the field, would indicate that homemaking is a "subject" so broad and of such a peculiar combination of attitudes, knowledges, and skills that they must all be taught concomitantly. Particularly in a field where attitudes play such an important part, it seems that the "setting" for the teaching is most important.

Today we are using our classes in home economics to teach a new conception of family life. In them we are emphasizing home management, the use of leisure, family and community recreation, parental education, and child development.⁶

Is the seeming failure of the homemaking apartment due to the set-up of the equipment in this form, or is the failure due to the inability of the teacher to adapt her methods of teaching to a new set-up? Is it possible that the theorists in homemaking hit upon a setting which, because it made an instantaneous emotional appeal to the public and to school administrators as being interesting, set a task for home-economics teachers which they have never squarely met?

The writer began by accepting the apartment as one of the greatest challenges which a homemaking teacher could meet. State departments and boards of education have supplied apartments and we have used them as stage settings for demonstrations and special events taking place at intervals during a course of study. They should

⁵ Emmeline S. Whitcomb, *ibid.*

⁶ Anna M. Cooley, "Home Economics at the Crossroads," quoted by Cora Winchell, *Journal of Home Economics* (Oct. 1926).

be our livest centers of activity, functioning, not periodically, but continuously through the school day and through the school year. Brodshaug in his study of buildings and equipment said that he "assumes that the apartment is not merely for show purposes but for actual home economics activities." ⁷

Equipment will not accomplish this practical functioning, as has been previously shown. To be sure it aids by establishing a setting, but the creation of a homemaking-apartment spirit comes from the ever-vigilant teacher. She must be alive to its importance. She must recognize and seize upon the presence of any stimulus which can serve as the foundation of responses and class activity. Formally presented, the class activity would occur with less initiative and less pupil creation.

One is very conscious of the home which shows balance between its various activities: housekeeping, cooking, laundry, hospitality, child care, clothing problems, financial management, and its recreation. Keeping this balance is the finest and most difficult objective for which a homemaker strives, and only when this balance is achieved does the home really fulfil its function—a domestic sanctuary.

One homemaker in a family can only accomplish a certain amount, but that selected should be the result of an evaluation of the relative needs and a selection of those outcomes most desired. It should not be a spontaneous doing of jobs just because of their immediate nearness, nor should it be only a homemaking of skilled housekeeping activities, but a homemaking of planned events and choices; not a hectic scramble to meet some emergency, but an emergency which finds a homemaker

⁷ Melvin Brodshaug, *Buildings and Equipment for Economics* (Teachers College, Bureau of Publications, 1932).

prepared to meet that crisis, which is not a crisis at all when well-oiled household machinery is the established background.

Routing, buying ahead, saving through plans which prove that advertised "bargains" are only bargains when they represent actual needs of the home, scheduling the day's routine to include times for preserving those standards of personal cleanliness which keep one beautiful, and enjoying moments of freedom as leisure time which must be truly recreating—the ability to synchronize all these is the highest achievement of the homemaker.

With such a conception of homemaking, is it not important that an exploratory course in homemaking should show the pupil that, although the homemaker is a woman skilled in various ways, she is also a psychologist who carefully studies her family and adjusts her various activities to their convenience? As such she gives the family opportunities to share in the plans, correct them, work, and enjoy the results. In other words, our problem is to teach homemaking in such a way that it is not cooking, sewing, housekeeping, care of children, dietetics, as subjects related to the home, but homemaking which is the result of the articulation of all of these activities into a home program.

If the homemaking apartment is to function as the ideal set-up for school teaching of homemaking, then each group which enters that apartment should feel that every task of homemaking is a part of their responsibility. To that end it seemed desirable to plan the arrangement of such a course on a well-organized schedule developed within the group and carried out; one which was progressively difficult in technical habits and skills as well as progressively difficult in management and responsibility.

The teacher created, first of all, an attitude toward

chosen housekeeping standards, and then demonstrated a desirable procedure for achieving those standards. When the children felt a need of these standards they were willing to establish the habits necessary for the accomplishment on the level they had set. As Waller says:

A habit cannot be imposed from without; it must have a basis in the interlocking system of attitudes already established. . . . All education comes from the child's experience of social situations. Personality is forged in adaptation to those situations which the child passes through on the way to adulthood. There is little place for specific habits . . . except as they serve as tools at the service of the other personality trends or represent refinements and adaptations of generalized tendencies to respond. . . . We must then organize education so that the child will work out attitudes adapted to the life situations he is likely to encounter in his culture group. This education of the attitudes can proceed only when the child is brought to face actual situations . . . the teacher should reproduce the pattern situations of life itself . . . lead the child to work out the solution of each situation for himself in his own way, for education is in any case an internal achievement. . . . Children would be subjected to the painless leadership of such a situation, for this sort of leadership is the most compelling of all and partly because it is gladly borne. . . . This kind of pressure . . . soft but overwhelming, is very powerful among children and if it could be canalized in such a way as to make for achievement along accepted lines, no school teacher would ever need worry about discipline.⁸

⁸ Willard Waller, *Sociology of Teaching* (John Wiley and Sons, Inc., 1932).

CHAPTER I

A DAY IN THE HOMEMAKING APARTMENT

As the teacher unlocks the door of the homemaking apartment in the morning, she is greeted by Millie and Lena, the two "special pupils" who spend most of the day with her in the apartment. Millie is a neighbor of the local florist and because this is Monday she brings with her a twenty-five cent bouquet. The choice of the flowers or plant the ninth-grade class left to the discretion of the florist, for they find that when he selects from his surplus, the flowers are more numerous and varied than they would be if the class were to choose.

Millie deposits her flowers in the bathroom lavatory, joins Lena, who is washing off milk bottles for the refrigerator in the kitchen, and together they concoct seven glasses of delightful tomato-juice sunshine: four tablespoons of tomato-juice and two teaspoons of cod-liver oil in each.

When the nutrition group, Jesse from the kindergarten, Salvatore and his brother George from the first grade, Doreen from the third, Dorothy from the fourth, Natalie from the fifth, and Edna from the seventh grade arrive at school, they come directly to the homemaking apartment. Jesse saunters in with hands in his pockets, his bright blue eyes shining as he says: "Skippy isn't with me today." Skippy is the embroidered figure on the pocket of his "other" shirt. He leans against the wall, sipping his tomato-juice sunshine to make it last as long as possible.

He is the first to arrive and the last to leave because he feels that coming to the homemaking apartment is a very social sort of thing to do. Jesse brags, "I don't need to have tomato-juice with my cod-liver oil because it tastes just like water anyway." But he receives the tomato-juice just the same, for he gets no fruit juice at home and tomato-juice is our economical substitute. Jesse looks scornfully at Doreen, who isn't quite sure whether today's tomato-juice contains cod-liver oil or whether she only thinks it does, and she hesitates to speak aloud her doubt in case she is wrong and her friends might laugh. George and Salvatore bustle in, three marbles rattling in George's pocket, for he is the better player. He says, "This is the day you weigh my baseball muscle." So he starts the march with Lena up to the nurse's room where the weekly weighing takes place.

After the last school bus arrives, Edna comes in shivering, and Millie in her stolid way scolds, "Any seventh-grade girl who is in a nutrition group and wears socks and sneakers on a day like this ought to shiver. You've used up this cod-liver oil before we even give it to you." Dorothy, whose improved condition tends to encourage her to forget these early-morning appointments, swallows her sunshine and dashes out for the business of the day. While Desmond, a boy much retarded from many months in the hospital, needs as usual to have his memory jogged that this is the time he is due for the nutrition party in the homemaking kitchen. Millie, as she washes the glasses and discusses the weight report which Lena has brought back, philosophizes on what she would do if *she* were undernourished instead of being several pounds overweight. All of this has taken about twenty minutes before school and now the young dietitians, whose superior knowledge makes them cheerful dispensers of

health facts to the nutrition group and to the little folks in their own families, return to their respective classrooms.

A delivery boy comes in and leaves the grocery order on a kitchen table. Here it awaits careful checking and storing by the day's first housekeeper who will be overjoyed when she finds that at last a mistake has been made and the soap flakes are corn flakes.

Hardly has the 8:50 bell rung before the hostess of an eighth-grade class hurries in, shakes hands with the teacher and peeps in the bathroom to see what the florist has sent this week. The little brass door-knocker clicks; the hostess assumes an air of dignity and walks with an important manner to greet her family group who await without. She shakes hands with each one as she comes in. The door-knocker is a signal for each girl to remind herself of the personality that she desires to assume while she is in the homemaking apartment, for here is her opportunity to act and to be the person she most admires. These new personalities might surprise their other teachers but the homemaking teacher realizes that these girls are very much grown up young ladies, with definite ideas of the manner in which dignity and responsibility affect a personality.

A chatty little hum fills the room as the girls deposit the ever-present handbags and books on an open shelf of the bookcase, always empty to receive this luggage.

As they receive their aprons and headbands from the *hostess*, their guide-books from the *librarian*, and the *cooks* receive their recipes from the *dietitian*, they go to their working centers (see page 146) and prepare to carry out the plans which they made during their last class period when they for the first time assumed these new stations in their group organization.

It is a busy household. Every girl realizes that progress is of her own making and that any leisure time she may earn holds opportunity for delightful choices of special activities, such as looking over books and magazines of the homemaking library, hooking on the rug, working on the layette in progress, or even, perhaps, making fudge for the group.

Hilda, the designer,¹ gets out her plans for her assistants, and explains the instructions for making little dresses for three-year-old Ann, who is soon coming to spend her second visiting-day in the homemaking apartment. The hostess dusts the living-room with an ear ever cocked toward her responsibility for the reception and entertainment of all guests who may visit the apartment or for anything which may disturb the cheerful working atmosphere of her home. The librarian brings her contribution of selected books which contain recipes to the dietitian, and the dietitian shows the librarian how she thinks the directions for a good recipe should be made. The housekeeper, excited over the mistake in the grocery order, reports this glorious discovery to the hostess and then hurries back to shake out her towels and assume her routine duties of letting the washing machine wash Friday's towels and aprons while she checks the supplies. Amidst the hum of this busy household, the phonograph is heard from the kitchen where the teacher is directing for the cooks a short "skill-drill" ² which sets the tempo for the day's work.

After the completion of the skill-drill, the cooks study their recipes and one rushes back to the dietitian, complaining: "How do you expect me to use a recipe with

¹ The "designer" is the pupil who assumes the sewing responsibilities of the group. See page 43 for full explanations of the terms "hostess," "librarian," "dietitian," "cook," and "housekeeper."

² For explanation of the "skill-drill," see page 163.

no temperature and no time on it?" The dietitian replies that this information was not given in the cook book but the cook expresses the opinion that she should have looked further. The dietitian must answer this criticism because this is one of the very recipes she herself copied and prepared when she was the librarian last week. Her explanation that no time nor temperature were mentioned in the recipe brings forth the comment: "But I need that information. A recipe should tell me all I need to know and you could have looked this up in several different places." The cook is in a position to know these facts because she has herself acted as librarian and as dietitian. One of the three cooks in the "orange" kitchen is preparing cocoa and hot chocolate. She plans to invite a designer to enjoy with her these very first cookery products. The second cook is preparing egg *a la* golden-rod, and because Jesse's breakfast probably as usual has been meager, she plans to invite him to share her product. The third cook is making popovers which she will carry home with her if sampling does not consume them before they have traveled many steps from the school. The fourth cook is cooking dried apricots. In the "green" kitchen one cook is making muffins; another, vegetable salad; the third, a cream of tomato soup, and the fourth, custard. The fourth cook in the "orange" kitchen, as her last cookery lesson, will prepare and serve to herself and a friend a breakfast made up of dishes chosen from recipes she has had previous lessons in preparing. The products of the "green" kitchen the cooks expect to sell at noon in the lunch-room, the proceeds to be contributed to the "pin-money fund" which is used to purchase the weekly flowers and supplementary furnishings.

As the teacher completes the direction of the skill-drill, the designers are full of questions. One assistant is testing

the material which Mrs. Howard provided for her little daughter Ann's dresses, so that the laundering of this new dress will preserve its color and its strength. A second designer is taking her first stitching tests, using paper models until she learns to stitch in any direction with any size of stitch. It will take her one whole lesson to learn to achieve a mastery of machine stitching. The third designer is giving the fourth one a manicure, for clean and well-cared-for hands are essential to good clothing workmanship. Neat little reports at the end of the manicure sheets (see page 105) will give us the information that a first manicure by an amateur takes about twenty-five minutes and is satisfactory to the recipient. At the completion of the manicure the unending replenishment of homemaking aprons provides the third designer an opportunity for straight stitching with threads on her machine. The fifth designer is specializing on collars and cuffs and completes the organdy ones which she proudly fastens to Ann's pink dress. The sixth designer, after carefully stitching the yoke on a gathered skirt, pins the shoulder and under-arm seams and makes French seams with no basting. The head designer cuts out a second dress, following her plans which permit the use of a pattern a second time with simple alterations so that the resulting dresses appear very different.

At ten o'clock the hostess has ready for four of the nutrition group a lunch of milk and graham crackers, sometimes supplemented by a cook's contribution. The children stroll in one by one, go to the bathroom to wash their hands, and sit at the living-room table to sip their milk and munch their crackers. When they have finished eating they carry their bottles to the kitchen, deposit their straws and napkins in the waste pail, and give their bottles to a cook who is now washing dishes. Jesse

remains to rest a half-hour on the day bed. This rest makes school possible for him and since he has been enjoying this, his days of absence from school have been very few.

The dietitian, ascertaining that the librarian is about to receive a shampoo from the housekeeper, departs with pencil and paper to consult the school nurse on the progress of the nutrition group and to receive suggestions for continuing the special attention given them or any changes which their weighing and attendance record might make desirable.

Now the hostess reminds the family of the One-Minute Report, a very brief record of how each one has spent her time and which is to be read at the Family Conference occupying fifteen of the last twenty minutes of the period.

As the family gather around the big round table for the conference, the hostess shows the teacher a chair which she has reserved for her and then asks for the reports of the various members of the group. To prove that she is a wide-awake hostess, conscious of the importance and the activities of each member of her group, she offers suggestions and gentle criticism of the reports. After each one she asks the teacher if she has any suggestions to offer. At this time interest is stimulated, new projects are initiated, trends in the apartment take decided turns, and recommendations for future repetitions of unsuccessful work are made.

Oftentimes a member of the group, having given her report, with a nod to the hostess is excused from the conference and returns to her working center where she completes some bit of housekeeping that holds the standard up to the high point which is the ambition of a well organized group.

At the completion of the family conference the hostess

receives the aprons and with the help of the assistant housekeeper returns them to their hangers in the supply room. The handbags are reclaimed, the guide-books are collected, and the critical eyes of the hostess and housekeeper flit from one spot to another to make sure that no departing member has left tell-tale tracks behind for the next group who will soon be entering this house and calling it their own.

As the period bell rings, the hostess takes her position at the door and shakes the hand of each departing classmate. This group will return again on Wednesday.

Outside the door is gathering a ninth-grade group, who at this hour five times a week begin their homemaking life together. The hostess steps forward with the assurance born of more practice and experience than the eighth-grade hostess of the previous class, and after a few words to the teacher, greets her group, who fill the empty shelf on the book-case with another varied collection of handbags, bracelets and dress accessories not needed in a busy home. This group gathers around the table while the hostess brings to each girl her smock and head-band, and the librarian distributes the guide-books.

Monday is a day of planning and the daily schedule proves itself elastic so that the past experiences and the future plans can be molded into the work pattern of the apartment life, leaving no straggling ends before the next step forward is taken. It marks the day of occupying a new station³ in the group, even though the Progress Report (see page 116) may indicate that certain goals of the last station were not satisfactorily mastered, and the teacher makes note that certain activities of certain individuals must be mastered at the next rotation.

³ The "station" is the position which a pupil is filling in the family life. See page 46.

"Is there any news of Jesse's new brother," one whispers to the teacher, who replies, "Shall we ask him?"

The hostess steps over to Jesse, resting on the day bed, and gives him a little signal by which he knows that it is time for him to return to his friends in the kindergarten. As he leaves the room, the teacher stops him to ask, "How is Patrick?"

And Jesse proudly says, "His name is Jack now because St. Patrick's day is over."

"Did he like the flowers we sent him on Friday?"

"I guess he did. He didn't notice much, but he mews louder now."

Julia asks, "Did Jesse lose again over this week-end?" And the weight chart, filled out by the librarian of the previous class, is consulted.

Helene, critical of the appearance of the living-room, inquires, "Do we have to keep the furniture this way very long?"

"This is the way the seventh-grade wished it and after a few weeks you may rearrange it your way again."

To begin this family conference, the girls write their Progress Reports (see illustration on page 117) on which they note the activities which they have completed and the results as shown on their One-Minute Reports (see illustration on page 115) of last week; the activities which they have not completed and why not. They also note the added activities, and they find it very pleasant to record how they spent well-earned "leisure time." This opportunity to choose leisure-time activities is fascinating and leads to the choice of projects which carry over from one week to another, such as, making a blouse, making a brother's suit, making fondant, reading a continued story, working on the sampler, doing a jig-saw puzzle, or playing a game of checkers.

Based upon all these doings and how they were done, the teacher grades the group in Family Membership. The original idea of having this "family-membership rating" known only to the person rated, is somewhat modified, for the successful members cannot refrain from discussing it. They realize that once having earned a high family-membership rating does not mean that it is permanent. An illustration of a Family-Membership sheet from the guide-book is given on page 104 and the complete goal card for one station, which shows how this family-membership rating fits into the total rating, is illustrated on page 128.

During this conference the homework assignment for the week is given out. In this particular week each girl is completing her study of the food value of a recipe which she expects to prepare for a formal dinner to be served to the Board of Education and their wives by the class two weeks from today. They plan to illustrate with "share blocks"⁴ what a serving of each food contributes to the complete dinner. The librarian is compiling the information which has been gathered during the past week in regard to the probable day's consumption of energy of each of the guests, based on a day's schedule of their lives. (One of these is illustrated on page 21.) This they are expecting to use to graphically illustrate the menu cards.

Following a routine similar to that used by the eighth grade, this group at the completion of the Monday conference, go to their working centers and carry on their regular work.

The skill-drill given to the cooks at the beginning of a group of lessons, on that stepping-up day when the cooks

⁴ A set of $1\frac{1}{8}$ -inch cubes, painted according to the colors assigned to various food essentials by Dr. Mary Swartz Rose. Thirty blocks of each color and each block representing 1 share, or $\frac{1}{30}$ of the day's requirement of the "standard man."

progress to a more difficult part of their work and a new cook (or two) enters the kitchen, is allowed more time and includes the use of the movies, demonstration and practice with all the most used utensils. On regular days the schedule gives just ten minutes to these drills, but when a class has been through the stations once and begins to repeat, it has been found that the time allowed for the skill-drill can be satisfactorily reduced to six minutes. This saved time is nicely used for more difficult food preparation or is enjoyed in leisure-time activities.

To initiate new cooks and to remind the other cooks of the desirable ways of performing those tasks which most food preparation entails, the teacher turns on the ever-ready little movie projector and the cooks watch the 16-millimeter reel which flashes forth simple, accurate, motion-saving ways of measuring, sifting, pouring, stirring, beating, cutting, and folding. During the conversation which accompanies the showing of the picture, the girls interpose: "Janice can do as well as that."

But someone else objects, "But not in cleaning out the bowl with the rubber spatula."

At the end of the movie, the phonograph starts and utensils are arranged on the tables. Each girl arranges her utensils in an order which she thinks will be most convenient for her. Now begins a slow and careful demonstration of the use of a wooden spoon for stirring in a bowl, the teacher using one bowl and a high stool for a demonstration table, while the pupils practise this skill in three bowls of varying sizes and at the pace which is desirable for them to use in food preparation. Other skills are demonstrated and practised in this same way to set patterns of simple motions executed with accuracy and speed for the girls.

At eleven-thirty George and Salvatore come in, mum-

bling to each other, George with a grin on his face and Salvatore looking sad. Salvatore, the proud possessor of three marbles at eight-thirty, now fingers his lone alley deep in his mended pocket. The boys remove their shoes and stretch out on the day bed. The hostess reminds them to put their heels as far away from their heads as possible. This, it is hoped, will discourage kicking. During the first weeks, after their tonsil operations, their rest period was a quiet affair, but lately it is hard for them to leave their chums and the all-engrossing interests of the first-grade. Their feet are full of "vim, vigor, and vitality." Their weight curves and improved coloring explains this and suggests that their resting days are numbered. They will soon be dismissed from the nutrition group and will be out with the other boys on the playground at this hour.

At eleven-forty-one the hostess summons her group to gather around the table where their One-Minute Reports show careful plans and preparations for the week's work. At ten minutes of twelve on cooking days, one cook takes any of the products that the class has for sale to the cafeteria and she does not attend the family conference because she is serving these products over the counter. Every day after the family conference at five minutes of twelve the dietitian goes down to the lunch room and selects the lunches for the nutrition group. She is assisted by last week's dietitian who made this lunch menu and planned the combinations. Today they select vegetable soup, a fat lettuce sandwich, an apple, cocoa, and a molasses cookie. The lunches are brought to the apartment kitchen where, while the children gather, and amid much hand-washing, the table is set under the supervision of a dietitian.

After the first pangs of hunger are satisfied, the children

become chatty. Out of this sociable gathering, at which the dietitian acts as the mother of the group of young children, arise many interesting conversations, problems, class interests, and projects. The dietitian is interested in what the children eat, their appetite for it, what they like best; in their table manners, in their various traits, and in their younger life-interests. She stores up these observations to tell her own class group on the morrow. Today Doreen surrenders reluctantly the two extra molasses cookies belonging to the still smaller children and is chagrined to find that her prejudices as to the menu do not bring her a different lunch from the others. Jesse's admiration for Salvatore's one marble brought out the fact that he owned none, so the dietitian made up her mind to bring him a few tomorrow from home. The cook, not to be outdone, plans that her work tomorrow will be finished so quickly that she will have time for a leisure time activity—and that activity will be making a red marble bag for Jesse if the piece-box can produce this desirable color. Salvatore's new trousers, the donation of a charity organization, were simply too big and safety pins did not look right on a boy of six years. He was encouraged to spend the next ten minutes in the bathroom, passing out his trousers through a crack in the door, while a designer, called in from the playground, stitched in a few plaits at the waist. Even though these gave a hippy appearance to the young man, doubt as to permanency was removed.

The nutrition children carry their own dishes down to the cafeteria and then are sent outdoors to play. At twelve-thirty Mary comes in for a shampoo, bringing Florence who will be the operator, and while Mary's hair is drying, Florence plans to take a shower bath. These ablutions are in preparation for a band concert tonight. Noontime is

the most popular mending period of the day. The door knocker clicks many times and playground rips are sewed as ladies wait in the supply room for the garments in which the rips and rents are being repaired. Even a pair of white duck trousers are handed in. They must be spotted and pressed so that the band president may appear in them when he directs the concert tonight. Dry-cleaning at noon-time is not encouraged because the ventilation is not such that it can be forgotten immediately, but a president's first appearance with his band is important enough to merit an exception.

When the knocker clicks at one o'clock it signals the weekly appearance of a seventh grade. Their greetings to their hostess today indicate that these youngsters are in a "bubbly" state. Sometimes it is quite otherwise—they are playing grown-up. Today they gather around the table and questions begin to fly back and forth.

How did the other classes like the way we arranged the furniture last week?

Didn't they think the light for the sewing machine was better where we put it?

Did anyone notice our new arrangement of the books?

Elsa has a surprise for you. Guess what it is! A flax blossom. She'll win the prize.

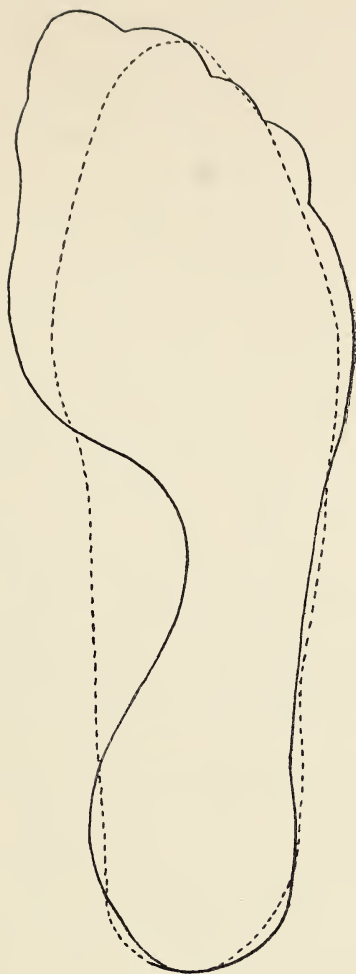
One of the boys in our class says his cotton plant is four inches high but mine is five inches high.

Jane gave Miss Howell her custard for lunch and Margaret divided hers with Jane. Don't you think we could make something for Miss Howell every time we cook for ourselves?

All these questions make the hostess shy and it is only with the encouragement of the teacher that she assumes her rôle as leader of the group. Around the table come the answers which give the story of last week's lesson.

The successes and the things which might be done better. And then the momentous plans for today. The young dietitian hands each of the cooks a copy of a recipe chosen by her and prepared by the librarian last week. These dishes are prepared in large enough quantities so that the entire group sit down at a convenient time and are properly served by the cooks, with the creamed carrots, cream of tomato soup, or such like. Afterward, while the cooks wash the dishes, the rest of the group continue their activities. Last week's lesson was baked custard which was saved for the following day's lunch and the children tramped in to carry forth proudly their custard cups as a supplement to a brown paper-bag lunch brought from home. Today they are making a carrot-and-orange salad and next week the dietitian plans a complete luncheon made up of dishes which they have prepared once before. The housekeeper's most difficult job is checking and replenishing the supplies of her household. Her cabinet is full of a number of things and often she carries a bottle or box to the teacher with the question, "What do they use this for? How much does it cost? Is it better and cheaper than what my mother uses?" Often the interest of the children takes sudden turns and at these points the whole class turns its attention to a spontaneous project.

One day Lydia said, "I am buying new shoes tomorrow." This produced so much interest that most of the period was consumed in solving the problem: Do your shoes fit your feet? Authorities were pulled out of the book-case, pictures of feet were studied, advertisements for shoes were considered, water prints of their feet were made, and the outlines of shoes were traced. Both pictures were cut out and to the horror of their owners, it could be seen that some feet were temporarily forced to



LYDIA FINDS HER SHOES DO NOT FIT HER FEET

A water print of her foot was cut out and fastened to a pattern drawn around her shoe. The dotted line indicates the shoe pattern and the solid line the water print.

fit shoes. Fastening each shoe pattern to its respective foot pattern gave concrete evidence which could be taken home or used later, as some were, to encourage local charity organizations to spend available money for new shoes and give mended coats instead of new coats and ill-fitting, second-hand shoes.

And thus at the end of this lesson, routine activities had hardly been touched upon, but the Family Conference proved that the time was well spent on an important decision which had to be made. On a day such as this the seventh-grade could not follow plans made a week ago when a different mood prevailed. Another such lesson was spent a little while ago when Alice's grandmother had sent her a box of cotton plants from Alabama. On that day Alice told of living on a plantation, how the cotton grew, and how she had picked a basketful every night after the heat of the day was over. How the cotton was piled on the slatted front porch of their cabin, to form eventually a bale which would help send her brother to Tuskegee. The cotton plants reported upon in the class are grown from the seeds from the grandmother's box. That long thread of cotton in the little glass bottle is the longest and finest thread which was spun from the cotton fibers fastened to one seed of the cotton.

Every lesson-plan for the seventh grade includes one shampoo, two manicures, a shower bath, and beginning work in clothing. Under way are two braided rugs, the material has been cut out, sewed and dyed so that when any girl has leisure time she may choose to work on the rug. Hemstitching on the towels and embroidering simple initials have come to an end. No longer does our household supply need additions, and Christmas gifts for mothers are out of season.

The seventh grade is a bustling group—they bustle

from the time they come in until they leave. But their food preparation has about it a certain exactness and earnestness, with a keen desire to excel in something they have not been allowed to do at home, which we hope will produce more skilful cooks in the ninth grade. They long to acquire special techniques and to know a one best way for doing things. It quite upsets them to be told that there are many good ways of doing most things. They are not children, but pre-adolescents. They wish so hard that they could come as often to homemaking as the eighth grade does; they regret that the sixth grade comes as often as they do; and they hope that their accomplishments are far above sixth-grade performance. They want to know things so that they can show someone else. Their interest never lags. Their ideas are two laps ahead of their accomplishment. They come after school and they are the children who fill the homemaking club.

It was not the idea of the teacher that the seventh-grade classes would be organized on this plan, but the children have gradually persuaded her to allow them to work in this way, as do the older groups. It seems to fit their interests and age perfectly.

The last period of the day finds Millie and Lena, who cannot read or do arithmetic on the level of their group, solving problems with tape measures, foot-rules, spoons, and measuring cups. Plodding through stories which are not as much illustrated as the funny papers, but with words which have much meaning and background, the information that they gain forms much conversation for their advice to the nutrition children and other home-making problems.

And thus the homemaking-apartment schedule for the day comes to an end.

CHAPTER II

ORGANIZING THE HOMEMAKING APARTMENT

ON the first day in the autumn when the new class comes to the homemaking apartment, the teacher should set an example of how she expects the hostess to receive all future groups. This is the only day on which the teacher acts as hostess of the group. Thereafter a member of the class should hold this position and the teacher will act as consultant. Today, however, she shakes hands with each girl and invites the group to gather around the living-room table for their first conference. At this conference she asks them to pretend that they are her guests and as such she wishes to entertain them.

A report of this first lesson might read something like this:

I know you would like to inspect your new home and so I will take you on a tour and tell you interesting things I know about the various places you will visit. Shall we go first to the supply room where you can see what last year's class has left for you? This supply room looks very full, as if we would never be able to get in ourselves. Here on the door is a list which tells you what is here. On those top shelves under the newspapers, are books. That is your homemaking library with its summer duster on. Those newspapers are quite brown and dusty. You see they have turned brown from being there all summer and the dust probably came through the ventilator. That is the dust we won't find on the books. Below, these queer-looking boxes you see are all labeled and those newspaper bundles have labels. The label on this one reads, "kitchen towels." Next to it is a bundle of bed linen and on the other side is table linen. Under the tissue paper are the dishes and china. The girls last June felt newspaper

was too heavy for the glass-ware. You probably wonder why the china was put in here instead of being left in the china cabinets. The workmen who were here in the summer would not have cared to handle all of our china nor would they wish the responsibility for its breakage. So the girls decided to put it carefully on this second shelf.

This lower shelf looks very shiny with its kitchenware and bowls. Over here are sewing supplies and on all the labels you will notice the figures which tell you how many are in the box and who put them there. Last year's class tried to show you how they felt homemaking supplies should spend the summer.

These are the sewing machines and here are pillows and cushions which are hiding inside of these newspapers. Do you see how nicely the dish pans hang on the hooks where our kindergarten visitors hang their coats and hats when they come? This long cheese-cloth bundle which hangs from the ceiling contains our window draperies. You see we did not wish to fold them and make creases in them so we hung them inside this double cheese-cloth bag. Doesn't this room make you feel that there is a great deal to do to it in the future?

Let's go to the kitchen and see what is there. This built-in cabinet has many secrets. Here in the middle is our partnership sink and though you may think this window over the sink looks out on your garden, if I pull the curtains back you see your garden is really the living-room, for your window panes are mirrors. Under the sink we hide the motor for our refrigerator and here at the right under the drain-board is the refrigerator itself. These drawers under the left side of the drain-board are where last year's class kept kitchen linen supplies and some of the excess kitchen utensils. Here at the far left end of the cabinet are the cupboards for the cooks in the orange kitchen, and next is the broom closet.¹ Matching the orange kitchen's cupboard and on the right of the sink is the green kitchen's cupboard, and next to it on the end is the laundry cupboard.

¹ Pictures of the closets are tacked on the inside of the cupboard doors so that any housekeeper can see the correct arrangement.

These glass-doored cupboards above the drain-boards on each side of the mirror-window have been the china-closets, one for the orange kitchen and one for the green. Perhaps you may wish to try some different arrangement. There is only one color reason why we should call one kitchen "orange" and one "green." One uses green checked towels and one uses orange bordered towels. That is about the only arrangement which is not susceptible to change around here, but when the towels wear out, this too can be changed. This big window is real and opposite it the little mirror-window reflects the out-of-doors. Does this ventilator under the window appear to take up a good deal of room? It really does, but when the stoves are working hard and you, too, are working busily, you will be glad the ventilator is here. This small, deep, white sink in the corner can be used for a laundry tub and you will find its height just fits you.² This is the washing-machine. Don't the size and color make it fit nicely into the room? You wonder how we dry our clothes? Well, tucked in the corner of the supply room, in back of the sewing machines you will find a many-armed clothes-tree which fits right up in the corner here between the ventilator and this little door. See, if I unlatch this little door at the top, the ironing-board slides out, a big board with this small board at the end above it for helping you smooth many tight spots.

Do you like our kitchen tables? You notice the tops are just like the drainboards on the kitchen cabinet. You will see why this material is used for the table-tops. Listen to the difference in noise when I drop my pencil on the metal ventilator and then on the table-top. These table-tops silence the noise so that our bustling cooks are not clattering cooks. The drawers in the tables are empty now—you will be the ones to say what you wish to put in them. Maybe you won't need anything. There are four stools under each table, you notice, and two high stools in the corners. Perhaps you will want one of these in the supply room.

This is a very old gas stove. The oven is below the four burners and we light this stove with matches. This stove

² Thirty-one and one-half inches high; five inches deep.

belongs to the green kitchen and projects into the room four and one-half inches further than any new stove would. Perhaps this old one will be replaced with a new one this year and you may have the use of the extra four and one-half inches. Over here on the other side of the living-room door is the new stove. As I fold up this top you see the four burners for which I need no matches. I only need to turn a burner on, for the pilot works automatically. Under the burners is this large drawer. You may think of some way to use it. This oven is easy to see into because it is up on the level with the burners, and under the oven is this drawer which holds the broiler.

Notice that there is an electric light over each one of these important working centers, sinks, ironing board, and stoves.

Now we will go back to the living-room. It looks rather deserted but the supply room, you remember, holds many, many things. This furniture is moveable and you may place it just where you decide it will look best and be most convenient.

You cannot help but like this bathroom, and you will like it even better when you see it with the window curtain, rugs, towels, the attractive hamper, and the shower curtain. Those are all in some of the mysterious paper bundles in the supply room.

Do you know some of the furnishings which last year's class did not have when they began their work and which you will have this year? Yes, the Martha Washington sewing table and the corner cupboard, and some new pictures, all of which they bought with money they earned by selling cookery products in the cafeteria. You remember buying some of those luscious salads, cakes, puddings, and good creamed soups that the ninth-grade girls sold to you at noon-time? They earned some of the money by dry-cleaning dresses and even washed some curtains for outsiders.

Let's sit around our table now and decide what you would like to do in this apartment.

Shall we first make a list of all the possible things that you could do within the apartment? Who will be our secretary and write down all of the list?

During the listing the teacher stimulated interest in activities which were omitted. One girl suggested that we would wash clothes in the kitchen (see page 38) :

Teacher: What kinds of clothes?

Pupil: Aprons, smocks, sweaters, towels, silk dresses, table linen, sheets, and pillow-cases.

Teacher: Would you use all of those clothes in this apartment?

Pupil: Yes, you might wear a sweater in the apartment. You might wear a silk dress. We could bring these from home because a girl really needs to know how to launder them.

Teacher: Would you like to see the list of activities which last year's class made? They thought of dry-cleaning gloves and felt hats, and they also felt that before they could take out these supplies from the supply room, they needed to know where to place them.

How do you like the finish of the table top? Do you think the girls took good care of it last year? Does your list include anything which would keep it in good order? How do you think the stoves look? Have you listed any ways of keeping them in good order?

Last year's class kept flowers in the living-room. Did you ever see them and notice what a cheerful appearance they gave? The window box Millie took home and has cared for all summer. She tells me it is all ready to bring back. Lena has the goldfish and you may have them too if you would like to assume the care of them. All of the smocks and aprons are in good order, but I am afraid there will be none small enough for Janice. Would you like to include making one for her in your list of activities?

And then, later:

Where do you plan these activities ought to take place, in which parts of our apartment? Perhaps you would like to work with a floor plan of the apartment?

She hands out a mimeographed floor plan of the apartment with the stationary fixtures blocked in (see page 36) .

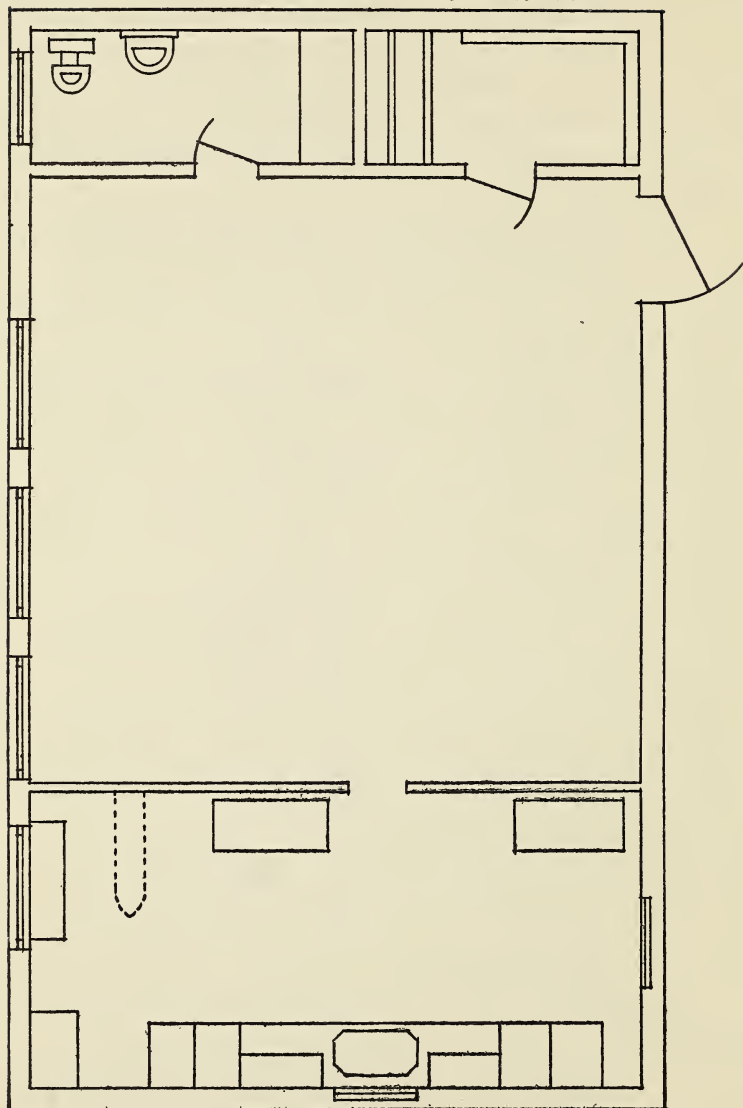
At the next meeting of the class, the teacher should provide mimeographed or hektographed lists just as they were recorded by the secretary but with spaces left so that notations can be made as to how often these activities should take place and at what spot in the room and by whom they are to be performed. This diagram is illustrated on page 38.

ACTIVITIES AS REPORTED BY THE CLASS SECRETARY

What we would like to do in homemaking:

Have a picnic	Keep aprons and smocks clean
Make beach pajamas	Keep furniture looking new
Make a pair of shorts	Clean gloves and wash mittens
Iron on the mangle	Entertain older people
Entertain little children	Keep cupboard in order
Rearrange the furniture	Use an old pattern a new way
Cook some different meals	Take pictures
Dye a dress	Read some magazines
Learn to make a finger wave	See some demonstrations
Buy something new	Make a blouse
Grow some flowers	Have time for a manicure
Learn how to keep well	Iron a dress correctly
Dry-clean a silk dress	How to treat a sick person
Wash a woolen sweater	Have time for shower baths
Serve correctly at the table	Baking contest with boys
Always have flowers	Have an aquarium
Help someone to grow	Have music in the home
Know what makes us grow	Care for little folks
Learn to cook cheap food	How to bandage cuts and burns
Keep the homemaking rooms clean	Have a baby come to see us
Make a coolie coat	Help Dr. Moodie
Have the sewing machine always ready	Learn how to cure dandruff
Have a party	Learn how to make hair grow
Make over a felt hat	Make summer dresses
Make a Christmas box	Make stockings last longer
Send scrap books to children in hospital	

BARE FLOOR PLAN
WITH STATIONARY EQUIPMENT BLOCKED IN



This is a very critical stage in the organization of the apartment and the work should proceed with alacrity born of keen interest and not be slowed up by blackboard writing or note-taking. It is necessary that each girl should have in her hands the complete list of activities made at their previous meeting.

Teacher: Where would you feel is the most suitable place for all these washings, ironings, and cleanings to take place?

Pupil: Near the water, in that corner of the kitchen where the laundry sink, the washing-machine, the ironing board, and dryer are handy.

Teacher: Shall we call this corner the laundry? Suppose we write an "L" after each one of the activities on the list which could best be carried on in a laundry? At the top of the sheet shall we say, "*L* means laundry"?

What things have you listed that might be carried on in the bathroom? Let's mark those with a *B*. At the top of the sheet we will write "*B* means bathroom."

And thus they go through the list and classify each activity as to the general location where it is to be performed. They begin to discuss which things are to be done every day, which need to be done only occasionally, and how often. In the column provided they would be listed as *D* meaning daily, *W* meaning weekly, *O* meaning occasionally.

Teacher: If these activities are going to take place in these various centers, let's gather around near them all the equipment you will need to use.

Before any of the equipment can be put in place it seems necessary that the places be prepared for them and the group choose positions where they will become specialists in the placing, organization, and care of the equipment to be used. Thus it is found necessary to produce aprons, dish pans, soap, and other cleaning accessories so

	Who	Where	How often
<i>Food</i>			
Have a picnic.....			
Cook some different meals.....			
Serve at the table nicely.....			
Learn how to cook cheap food.....			
Have a party.....			
Baking contest with boys.....			
<i>Clothing</i>			
Making clothes			
Make a pair of shorts.....			
Make a coolie coat.....			
Make over a felt hat.....			
Use an old pattern a new way.....			
Make a blouse.....			
Make plenty of summer dresses.....			
Dye a dress			
Dry-clean a silk dress.....			
Wash a woolen sweater.....			
Keep aprons and smocks clean.....			
Clean gloves and mittens.....			
Iron a dress nicely.....			
Make stockings last longer.....			
<i>Housekeeping</i>			
Iron on the mangle.....			
Rearrange furniture			
Keep the cupboards clean.....			

Always have flowers.....
 Keep the homemaking rooms clean.....
 Have the sewing machines always ready.....
 Keep the furniture looking new.....
 Have an aquarium.....

Ourselves

Learn to make a finger wave.....
 How to keep well.....
 Know what makes us grow.....
 Have time for a manicure.....
 Have time for shower baths.....
 Learn how to cure dandruff.....
 Learn how to make hair grow.....
 How to bandage cuts and burns.....

Others

Entertain little children.....
 Help someone to grow.....
 Entertain older people.....
 How to treat a sick person.....
 Care for little folks.....
 Have a baby come to see us.....
 Help Dr. Moodie.....
 Make a Christmas box.....
 Send scrap-book to children in hospital.....

Our home

Buy something new.....
 Grow some flowers.....
 Take some pictures of our good times.....
 Have some magazines for spare time.....
 See some demonstrations.....
 Have music in our home.....

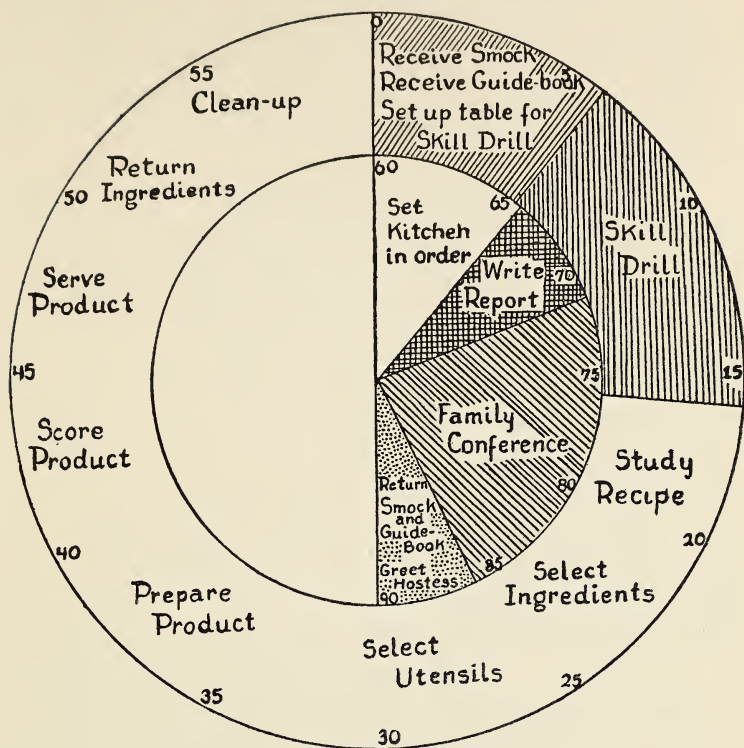
that summer dust will give way to autumn brilliance. And the apartment evolves into working centers which, to avoid confusion, will soon show the need of routing. The secretary of the group sits at the desk and checks out of the supply room the equipment which various people request of her so that gradually the contents of the supply room are restored to chosen places and the apartment assumes an air of being ready to be lived in.







At this time it is necessary for conferences, when an organizer from each working center of the apartment for every class, an eighth grader, a ninth grader, and a seventh grader, consult together and decide on the position which pieces of equipment will temporarily occupy until further study proves that a better place can be found. Such a conference will probably take place after school. This conference of one class with another gives a feeling of coöperation, a sense of responsibility, and helps maintain housekeeping standards for all those who use the apartment.

When the group has decided what costume is suitable for work in a homemaking apartment, the next thing to decide is how to keep it clean, and here begins the first demonstration on the laundering of cottons. This is listed as a daily activity by the person who occupies a station in the laundry.

The following day the teacher supplies to the pupils in the class sheets (see page 38) which give the groupings of the activities which they have checked on their sheets and which they still have in that form. This avoids confusion and simplifies organization of a weekly plan and a daily schedule, emphasizing the importance of routing. The teacher may distribute a sheet such as the one illustrated on page 41 representing the number of minutes in a class period.

Planning Our Minutes Together



-  Preparation for Work
-  Special Teacher's Direction
-  Work Period
-  Summarizing Day's Work
-  Family Conference
-  Departure

Teacher: You can see for yourselves the number of activities you have listed that should be a part of the work to be done in the kitchen. How are we going to fit the work in all these different places in the room so that there will be some time we can have together and a common time when we will all be doing the things which you have listed as being carried on in these different parts of our apartment?

This means planning our minutes. Let's pretend we are all cooks and we are coming into this room to prepare a creamed soup which we are learning to make for a luncheon. What would be the first things that such a cook would do as she gets ready to make that soup?

Pupil: Get her smock.

Pupil: Get her recipe.

Pupil: Study her recipe.

Pupil: Select her utensils.

Pupil: Get her ingredients.

Pupil: Prepare the soup.

Pupil: Wash her dishes.

Pupil: Straighten her kitchen.

Pupil: Return her recipe.

Pupil: Return her smock.

Teacher: Here is a sheet which represents the number of minutes that a cook is going to spend in this room in one day. Let us see how you would fit all the activities she plans to do into these minutes. Shall I demonstrate to you how to make a creamed soup and you time me to see how long it takes me?

The teacher then demonstrates the preparation of the soup or any other dish. The girls decide that they would probably not work as rapidly and might take twice as long to do it so they feel it safe to allow twice the number of minutes for the pupil cook for her preparation and cleaning-up. This forms a temporary schedule as a basis for the cook's daily plan.

In such a manner should many daily operations be demonstrated and a pupil left at that post to carry on. With a background of experience, sweeping, dusting, polishing, caring for sinks, dish washing, replenishing supplies, and many other duties which show that each has varying time elements, there should be a felt need for a schedule and a definite plan for work. The secretary's "time records" form the corner stone for the plans.

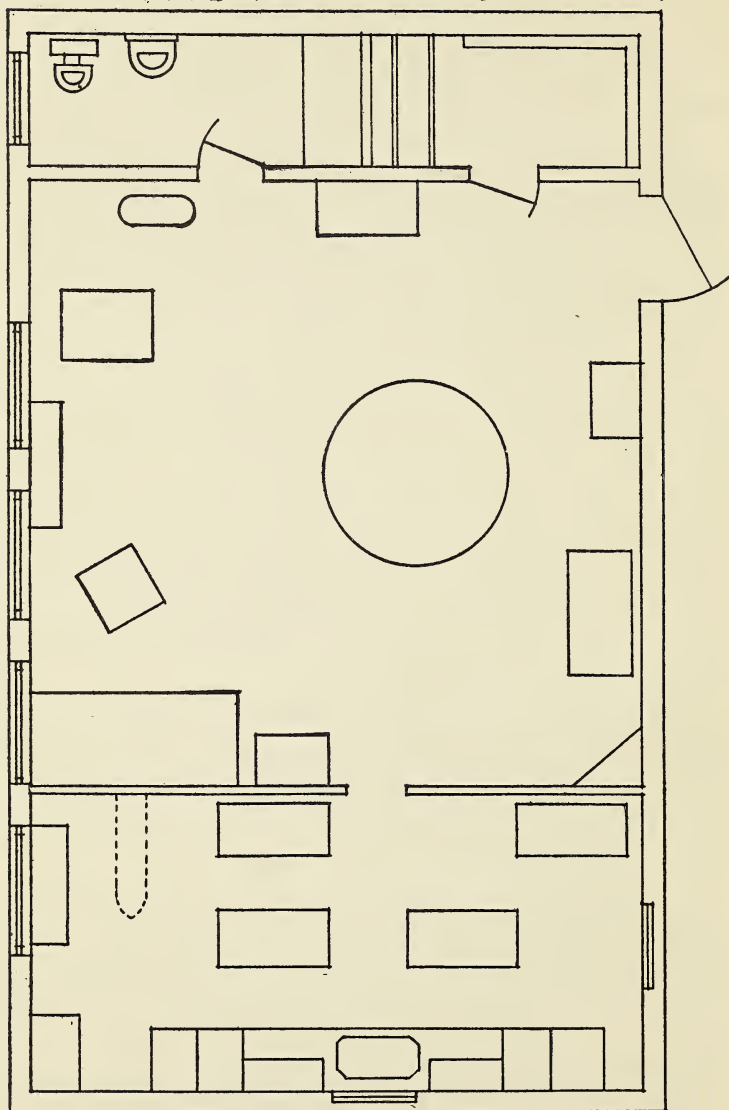
In a similar manner temporary schedules are made for activities in other parts of the apartment and the need arises for names of the places where a girl doing particular kinds of work can feel is her station or working center. The floor plan now is used again and outlines of furniture are drawn to scale and placed on it (see page 44). Thus may evolve the names of *designer*, *dietitian*, *librarian*, *cook*, *housekeeper*, and *hostess* and such working centers as the *desk*, the *kitchen*, the *laundry*, the *living-room table*, and the like. After these names have been used for a term by a class there will tend to be tradition of their use in the school so that new classes will adopt them as a matter of course.

With a master chart prepared like that as illustrated on page 46 it is easy to show the children how all can work as members of a group with varying activities which fit into a group schedule for the day and a plan for the week, real or imaginary.

In introducing the apartment plan of organization to a group of girls, it is necessary to go slowly and instill thoroughly into their minds the value of selecting and sorting their activities, and of routing and scheduling their time.

There are a multitude of ways of reacting to surrounding conditions, and without some guidance from experience these reactions are almost sure to be casual, sporadic, and ulti-

- FLOOR PLAN -
WITH OUTLINES OF FURNITURE.



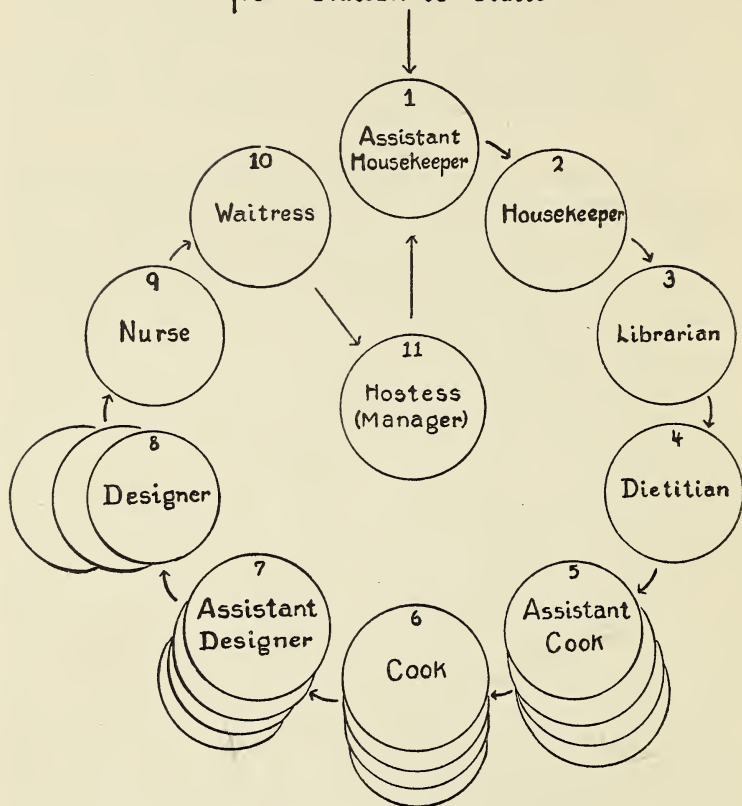
mately fatiguing, accompanied by nervous strain, and since the teacher has presumably a greater background of experience there is the same presumption of the right of a teacher to make suggestions as to what to do as there is on the part of the head carpenter to suggest to apprentices what they are to do.³

To rush into this organization without a thorough foundation for the children is disastrous. It is also necessary that the lessons be so planned that time is not wasted in too long considering choices of activities or in their selection. The teacher has to hold well in mind that her most careful preparations are made for these lessons and that each lesson should be presented to the children with a summary before them of the work done previously by other groups so that this review will keep ever before them the progress they are making and the point toward which they are going. Such a method is well illustrated in the lesson devoted to planning the activities to be carried on in the apartment. Children will tire and lose interest in this if it is not carefully guided. The lesson following should find before them a summary of chosen activities to be arranged around the working centers. Group work on these working centers and their plans and schedules shorten the time devoted to this, gain better evaluation of the work chosen to be done, and encourage the pupil in her effort.

Establishing the housekeeping standards for routine duties should receive the best, slow, careful demonstration, and continued vigilance in commending work well done. A list of the short demonstrations required in a junior high-school course in an apartment working in this way is given here:

³ John Dewey, *Twenty-Sixth Yearbook*, Part II, National Society for the Study of Education (Public School Publishing Co., Bloomington, Illinois).

Chart Showing Progression from Station to Station



Station

Working Centers

Assistant Housekeeper	.....	Laundry
Housekeeper	.....	Laundry
Librarian	.....	Living-room Book Case and Desk
Dietitian	.....	Living-room Desk
Assistant Cook	.....	Kitchen
Cook	.....	Kitchen
Assistant Designer	.....	Living-room Table near Kitchen—sewing machines
Designer	.....	Living-room Table near Kitchen—sewing machines
Nurse	.....	Bathroom Table—day bed
Waitress	.....	Dining Table, China Cabinet, Laundry
Hostess	.....	Living-room Table near door

Family Membership:

- How to be an acceptable guest
- How to be a valuable member of a group
- How a group can make progress
- How a group plans an expenditure
- How a group plans to earn
- How a group plans to save
- How a group helps smaller people
- How a group helps older people
- How a group reflects household health
- How a group may spend spare time
- How a group expresses fine taste in a home
- How a group accepts responsibility
- How a group shows results of industry
- How a group has established working centers
- How a group has used routing
- How a group has planned their day together
- How a group has planned their minutes together

Personal Appearance:

- Manicure
- Shampoo
- Finger wave
- Posture
- Well chosen costume
- Laundering collar and cuffs
- Laundering hosiery
- Polishing shoes

Assistant Housekeeper:

- Laundering silk, cotton, linen, woolen
- Washing
- Pressing
- Removing stains
- Care of a sink
- Care of a cabinet
- Cleaning ironing board
- Cleaning iron
- Replacing an electric cord on plug
- Mending hosiery

Assistant Housekeeper—Continued

Making ink remover
Using ink remover
Sweeping with a broom
Using a dust mop

Housekeeper:

Receiving supplies
Replenishing storage utensils
Checking for needed supplies
Making an order for supplies
Care of clean towels
Care of broom cabinet
Observing daily standards
Caring for cleaning cabinet
Giving a manicure
Cleaning a bathroom
Washing a bath mat
Dry cleaning a garment
Using a washing machine
Dusting

Librarian:

Arranging books in a case
Meaning of a title of a book
Use of a table of contents
Use of an index
Dusting a book-case
Making a card file
Keeping a ledger
Making a check
Making a weight chart
Keeping a weight chart
Writing a recipe
Reducing a recipe—Increasing a recipe
Receiving a shampoo

Dietitian:

Meaning of a title of a book
Use of a table of contents

Dietitian—Continued

- Use of an index
- Choosing a recipe
- How to weigh a child
- Checking food supplies on hand
- Calculating amounts of food supplies needed
- Giving a shampoo
- Planning a consultation with the nurse
- Consulting the nurse: questions, tact, recording
- Calculating calorie-value of a dish
- How to care for the bathroom after a bath
- How to write a letter (to parents of nutrition children)
- How to balance a meal
- How to meet a food requirement

Cook:

- How to write a label
- How to label storage jars
- How to fill storage jars
- How to use storage jars
- How to measure dry ingredients
- How to measure solid ingredients
- How to measure liquid ingredients
- How to check the supply of utensils
- How to arrange utensils on work table
- How to keep aluminum clean
- How to keep enamel clean
- How to keep glassware clean
- How to keep woodenware clean
- How to keep chromium plate clean
- How to keep nickel clean
- How to keep steel clean
- How to keep stainless steel clean
- How to use a waste pail
- How to clean a waste pail
- How to clean a gas stove
- How to use a spoon
- How to use a measuring spoon
- How to use a wooden spoon

Cook—Continued

- How to use a peeling knife
- How to use a carving knife
- How to use a case knife
- How to use a steel spatula
- How to use a rubber spatula
- How to use a vegetable brush
- How to stir
- How to beat
- How to cut and fold
- How to sift
- How to pour
- How to cream
- How to judge simmering
- How to judge boiling
- How to judge steaming
- How to judge broiling
- How to judge baking
- How to judge freezing
- How to use a custard cup
- How to use a baking tin
- How to use a saucepan
- How to use a double boiler
- How to use a broiler
- How to use a casserole
- How to use a frying pan
- How to use a molding board
- How to use a rolling pin
- How to use a cookie sheet
- How to use a kettle
- How to use a percolator
- How to use a tea-pot
- How to prepare dishes for washing
- How to wash dishes
- How to rinse dishes
- How to dry dishes
- How to wash a dish towel and cloth
- How to clean a sink
- How to light a gas stove
- How to read an oven thermometer

Cook—Continued

- How to use a refrigerator
- How to ventilate a kitchen
- How to clean a refrigerator
- How to use a mechanical refrigerator
- How to follow a recipe
- How to judge a cookery product
- How to serve cookery products
- How to sweep a floor
- How to use a mop
- How to mop a floor
- How to use a scrub brush
- How to wash painted woodwork
- How to wash windows
- How to dust
- How to clean a cabinet
- How to arrange a china closet
- How to clean a kitchen
- How to use a mop with wringer
- How to arrange food attractively on service dishes

Designer:

- How to light a sewing center
- How to ventilate a sewing center
- How to open and close a sewing machine
- How to connect an electric sewing machine
- How to dust a sewing machine
- How to operate a sewing machine
- How to stitch straight
- How to change the size of the stitch
- How to thread a machine
- How to wind a bobbin
- How to stitch using thread and material
- How to make a plain seam
- How to make a French seam
- How to make a felled seam
- How to make a hem
- How to gather
- How to thread a needle
- How to wear a thimble

Designer—Continued

- How to sew a seam with a running stitch
- How to back stitch
- How to make a bias binding
- How to make a fitted facing
- How to cut a straight edge
- How to lay a pattern on material
- How to cut material following a pattern
- How to judge cotton from linen
 - water test
 - burning test
 - tearing test
 - glycerine test
- How to test the shrinkage qualities of a material
- How to test the washing qualities of a material
- How to test the ironing qualities of a material
- How to test the finish of a material
- How to test the sunlight fading
- How to mount samples and information gained from tests
- How to study a pattern before using it
- How to alter pattern
- How to read a pattern
- How to plan work for others
- How to supervise work of others
- How to select a pattern
- How to select color combinations
- How to choose materials

Home Nurse:

- How a home nurse should dress
 - How to label a bottle
 - How to read a label
 - How to pour from a bottle
 - How to serve medicine
 - How to take and record a mouth temperature
 - How to take and record a pulse
 - How to take and record a patient's respiration
 - How to prepare a hot-water bottle for a patient
 - How to prepare an ice cap for a patient
- Prepared by [illegible]*

Home Nurse—Continued

- How to make and store cotton swabs
- How to care for a medicine chest
- How to apply a simple bandage
- How to use a compress
- How to use adhesive tape
- How to care for a slight burn
- How to care for slight cut
- How to care for slight bruise
- How to wash a hot-water bottle cover
- How to make agar-agar media
- How to make a bacteria culture
- How to observe a bacteria culture
- How to arrange flowers
- How to care for flowers
- How to care for growing plants
- How to select entertainment for an invalid
- How to change a bed with a patient in it
- How to ventilate a room

Hostess

- How to receive a guest
- How to entertain and converse with a guest
- How to bid farewell to a guest
- How to estimate personal appearance
- How to place a garment on a coat hanger
- How to judge cleanliness of garments
- How to sweep a floor
- How to dust a floor
- How to oil a sewing machine
- How to wind a bobbin
- How to organize a supply room
- How to clean a supply room
- How to make a bed
- How to change a bed
- How to set a cover for a breakfast
- How to set a cover for a luncheon
- How to set a cover for a dinner
- How to clean and care for silver
- How to clean and care for brass

Hostess—Continued

- How to clean and care for pewter
- How to answer family requests
- How to be aware of family needs
- How to adjust tactfully group relationships
- How to use furniture polish
- How to use furniture wax
- How to clean a rug
- How to wash mirrors
- How to wash painted wood
- How to judge the activities of a family
- How to receive flowers into a home
- How to care for flowers
- How to arrange flowers
- How to receive visiting children in a home
- How to provide proper food for visiting children
- How to entertain visiting children

Demonstrations given to individuals vary in length of time required, due in large part to the individual herself and the variations of the demonstration. It must be unhurried and the child must feel satisfaction as to the explanations and in her ability to carry on to completion her prescribed task. Individual demonstration presupposes that the child has immediate needs demanding the explanation and should not be a performance by the teacher to such an extent that the pupil escapes going through the activity herself. At times it does mean that the teacher is demonstrating on a part of the pupil's own problem, but never to the exclusion of any part of the experience in which the child should engage. For example, removing ink stains is a repetition of a process which gradually removes the stain. When an ink-stained garment is produced by the child for removal, it may well be used by the teacher for the demonstration. Her short demonstration will perhaps remove some portion of the ink, leaving enough behind for the child to remove without feeling

that the demonstration left so little for her to do that it would be useless to try. Such a demonstration should show the way to a successful accomplishment and interest the child in her possible achievement.

Time requirements for the performance of all these housekeeping duties should be definitely established and for that reason the time required to complete these is made a part of the report for the various activities. The variation in degree of skill evidenced by different individuals in performing routine tasks is largely a matter of speed after the standards of excellence have been determined.

When the pupils are checking each other on housekeeping standards, problems do arise which should be solved by the family as a group. If our solution means that these activities are to be excluded, then interest must be stimulated so that they become a necessary part of the homemaking routine in order that the group may meet their difficulty in a satisfactory manner.

A ninth-grade homemaking group was preceded by an eighth-grade group whose housekeeping standards were highly satisfactory. The ninth-grade group during its rotation had two cooks. One was a girl, who because of no need at home to perform housekeeping duties, could not agreeably be encouraged to remedy her ways, although she had made an excellent housekeeper to check other people's mistakes. The second girl did not want to wait and would rather take on extra duties than to complete her own. The question was presented to the entire class of how to meet a situation when a group which had established housekeeping standards found two members who refused to live up to these without disturbing the atmosphere of the home by requiring constant reminders and poor acceptance of criticisms. At a family

conference at which the teacher was not present, the majority of the class came to the conclusion that these housekeeping standards were valuable and were to be preserved. They concocted a letter which they induced every girl to sign, including the recalcitrant ones. This was delivered to the teacher with great formality. The letter expressed sorrow at the failure of members of the class group to live up to the standards set and assured the teacher that each and every one would see to it that these were attained in the future.

The value of the family conference which is scheduled for ten or fifteen minutes of every period cannot be overestimated. In a classroom where so many different activities are being simultaneously carried on, this common stopping time and report is a vital part of the program. A. Gordon Melvin in his *Technique of Progressive Teaching*⁴ says:

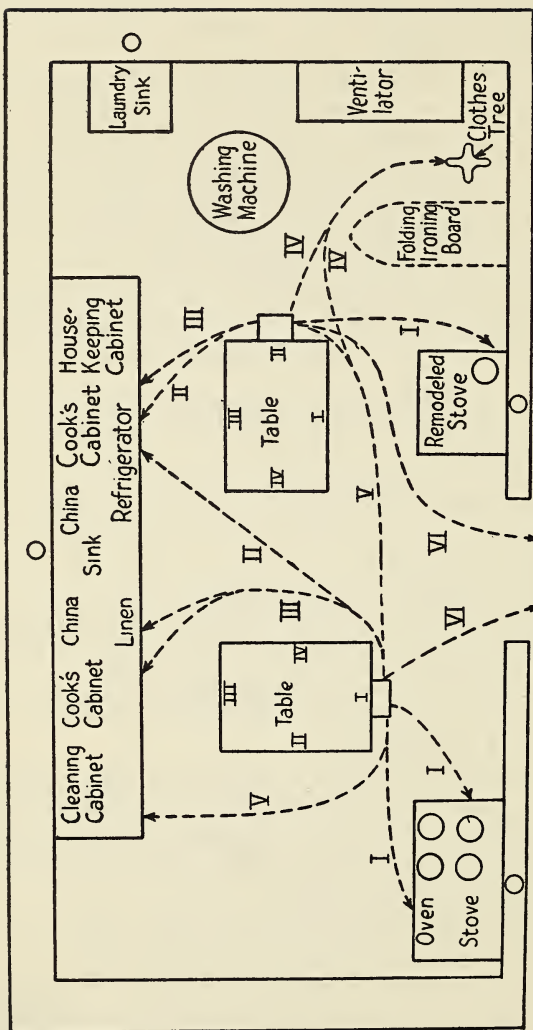
The conference has a most important and basic function in the progress of class activities. . . . The basic principle of the conference is that individuals may plan together and pupils may have moments of special personal discussion and guidance with the teacher.

The conference should not be forgotten when the apartment is being equipped. One of the most interesting features of the period is the conference. In the classroom where this organization has been developed, is the large, round, gate-leg table, six feet in diameter, about which gathers the class for the family conferences. The very physical setting indicates a conference and the mental attitude of the children is turned toward this group meeting of minds.

⁴ A. Gordon Melvin, *The Technique of Progressive Teaching* (New York, John Day Company, 1932).

SUMMARY OF TEACHING PROCEDURE

1. Let the pupils determine what projects the class would be interested in doing.
2. Let the pupils list all the possible activities that go on in an apartment while carrying on these projects. The teacher must supplement the list by stimulating the interest in different parts of the home until the list is complete or until it includes all the activities which need to be done and until that list includes all the experiences for which the syllabus calls.
3. Let the pupils assign these activities to various members of the family. For example, some are the responsibility of the librarian, some of the hostess, some of the dietitian.
4. Determine the working centers of the apartment for the family members.
5. Select, by frequency of occurrence, the activities for daily and for weekly performance.
6. Make a weekly plan for each station, emphasizing the importance of routine.
7. Make a daily schedule for each station.
8. Collect equipment and supplies necessary for carrying out the listed activities.
9. Establish the meaning of family membership.
10. Establish personal-appearance standards.
11. Establish health standards.
12. Select the proper places for the equipment and supplies.
The best place is the one requiring the fewest steps and motions for use and for replacing. Through inter-class conferences after school, let all classes agree where these places should be located.
13. Make a routing chart showing how to use supplies and equipment. This saves steps and avoids confusion (see page 58).
14. Demonstrate the way to perform each activity, beginning with the assistant housekeeper's daily schedule, and leave a pupil on each station to carry on. Remember that the demonstration sets the standard.
15. When the daily routine is set and the organization within



How Shall We Go?

- Route I - To Stove
 " II - To Refrigerator
 " III - To Supply Jars
 Station I - Orange Kitchen
- Route IV - To Clothes Tree
 " V - To Broom Closet
 " VI - To Supply Room
 Station II - Green Kitchen

the household is well under way, then the family is ready to undertake the chosen projects such as those outlined in the New York State Syllabus.

16. The Family Conference is important. Let each girl feel that her One-Minute Report of perhaps only a sentence is a summary of her day's work and the Progress Report written at the end of the week or at the end of a group of lessons should prove an inspiration and a check of accomplishment.

Note: The *working center* is the area with its particular equipment.

The *station* is the job an individual has at a given *working center*.

DETAILS OF ROUTING A HOMEMAKING APARTMENT

1. Select all the working centers in your room or apartment.
2. Mark the boundaries of the working centers on the floor with blackboard crayon.
3. Measure boundaries and transfer measurements to squared paper. Indicate wall thicknesses, openings for doors and windows, electric lights and outlets.
4. On separate sheets of squared paper draw to same scale all pieces of equipment which will occupy floor space in working centers.
5. On floor plan block in furniture after deciding on best standing position.
6. List all places a worker using a particular center might need to go.
7. Make light lines indicating shortest routes to places.
8. Study proposed routes in relation to routes from all stations. Make necessary adjustments so that routes will not interfere.
9. Cut squared paper on boundaries and glue to large chart representing whole room or apartment. Let routes from each center be of a selected color.
10. For worker's reminder, post a routing chart for each station at that station.

Note: Groups working on a station routing plan will develop this lesson quickly.

CHAPTER III

HOW THIS PLAN AFFECTS THE ADMINISTRATOR

ADMINISTRATORS, confronted with various types of problems, will find that this plan of teaching home economics will solve their difficulties in some respects.

For the administrator whose apartment is already built and installed, it offers a means of improving the functional teaching of actual homemaking, not of household manual training, nor of specialized vocational skills, but of an effective program of really integrated homemaking. For the administrator who is planning to build an apartment it offers economy in equipment and space allotment.

During the present years and those immediately to come, school construction is almost at a standstill while school population goes on increasing at ever accelerated rates because of the postponing of the age of employment and a certain increase in population. School authorities are surveying ever more carefully their floor space to make the best use of each existing classroom. On every side we hear of shops, laboratories, and home-economics suites which must be decreased in size, if not entirely eliminated, to make room for classes which care for larger numbers of pupils in the same space.

This plan of organization has been thoroughly tested in a homemaking apartment built from a standard classroom, 20 feet by 30 feet, plus a small cloakroom at one end. It has been satisfactorily proved that this room accommodates a class as large as twenty-two pupils with all the benefits of the laboratory plus those of the informal, socialized atmosphere of the apartment.

The persistence of architects in placing home-economics rooms in the basements of school buildings is now resulting in a general re-locating in old buildings and presents the problem of transforming a standard classroom on an upper floor into a suitable homemaking background. The apartment which has been used as the experimental laboratory by the writer in working out this plan of teaching has been built under these conditions and has consequently necessitated careful and ingenious planning for every inch of space. The result seems to be very satisfactory and the apartment compares favorably with those built in new buildings. On the whole it represents a much better utilization of space than many of them.

According to Brodshaug thirty-five square feet per pupil station is supported by state standards for home economics and was borne out by the results of his survey of buildings. This measure does not result in overcrowding or waste of space, and is sufficient to eliminate service areas, fitting rooms, etc.¹ Using this as a standard in the room 20 feet x 30 feet in which this plan of apartment organization has been worked out, the optimum number of pupils would be seventeen. In actual practice, classes as large as twenty-three were smoothly handled without increase of confusion. Neither did the pupils lose time by waiting for use of equipment or for the teacher's assistance. However, it would be difficult for a beginning teacher to carry a maximum load of periods with this size of class and space. Dr. Dyer² found that 16 feet x 18 feet was the desirable size of per pupil space for classes in home economics and therefore seventeen pupils may be

¹ Melvin Brodshaug, *Buildings and Equipment for Home Economics* (Teachers College, Bureau of Publications, 1932).

² Annie Robertson Dyer, *The Administration of Home Economics in City Schools* (Teachers College, Bureau of Publications, 1927).

considered satisfactory utilization for this room. This is basing our space allotment on the size of a standard classroom which has been converted into an apartment.

It is evident that if this method of teaching is to be employed, fewer units of special equipment are required to care for a greater number of pupils. The entire class is not congregating in the dining-room at one time to learn a phase of table service; it is not all congregating in the kitchen to take part in cooking; lines are not forming for use of the sewing machines, with the teacher ever crying for more machines. And moreover, the total floor space need perhaps not be so large since the entire class does not have to be cared for at any one place for laboratory work. A sense of spaciousness is not necessarily the result of a large number of cubic feet surrounding each piece of equipment, but is produced by the absence of crowding of pupils around any one piece or in any one section of the room.

The size of the kitchen is slightly larger in this apartment than that found to be the optimum size by the Hoover Housing Commission. This one, of course, includes the central sink which is used by two groups. The laundry unit was placed near the ventilator and the outside window for drying purposes. The partitions which divide the living-room from the kitchen might well have been placed to give the kitchen an added foot, but in using this particular room this could not be done because of the window spacings. However, the lack of this foot has not seriously hampered any of the activities carried on in the kitchen. The partitions 6 feet 3 inches are higher than in many home economics apartments for they aim to give a true appearance of separate rooms without obstructing to too great an extent the light or the ventilation.

An illusion of extra space in the kitchen was accomplished by means of false windows with mirror panes placed over the sink and on the inside wall opposite the real outside window.

A single small corner laundry tub proves sufficient when used with a small size, whirl-dry electric washer. The ironing-board folds into a wall cabinet, occupying no floor space when not in use. The three-tier clothes dryer, standing next to the outside window and the ventilator, fits into a small space in a corner and easily cares for the class laundry. A small mangle occupies a free space parallel with the stove.

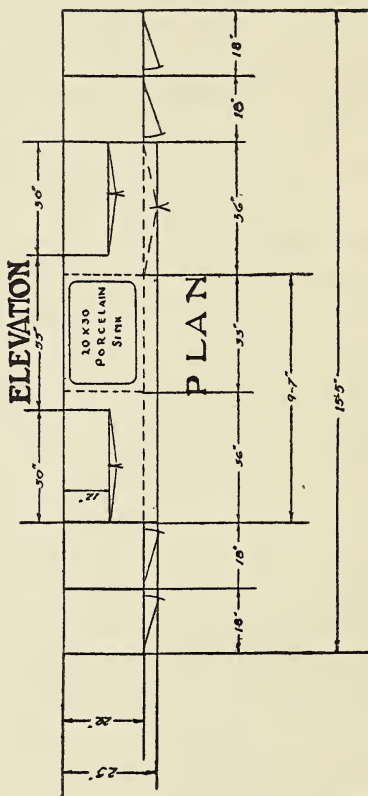
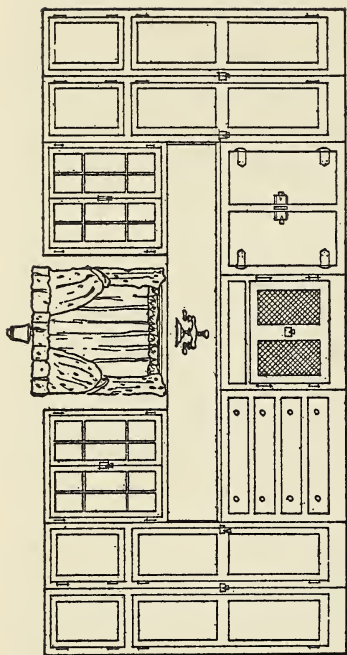
Four stools will fit under each of the kitchen tables. Two useful high stools fit into corners by the cabinet and two four-burner gas stoves have been adequate. The kitchen cabinet is an assembly of units of a standard make and provides as much storage space as possible while using the least amount of floor space.³ The diagram of the cabinet shows how this is distributed.

The working surfaces of the cabinet as well as the kitchen table tops are of a bakelite composition set on an asbestos pad which results in elimination of a large part of the noise and breakage of dishes, and is not affected by heat. The floor covering is a battleship linoleum over a thick pad which also absorbs the noise of busy feet.

One of the problems of planning the room included possible future need of more sewing machines in case the apartment should be used with a different set-up, and therefore the maximum number of possible electric outlets was provided.

The cutting table is a six-foot round gate-leg table. This saves space and promotes successful family conferences.

³ Blue-print of kitchen cabinet, p. 64.



ELEVATION AND FLOOR PLAN OF KITCHEN-CABINET UNIT

The supply room is arranged with two clothes poles to care for hangers of uniform-aprons, smocks and garments in construction. Tiers of shelves give adequate space for storage and a small bulletin board fits neatly on one wall. There is room for a filing cabinet to hold teaching materials. The shelves opposite the door are also for display of interesting exhibits arranged by various classes. Blackboards are missing from this set-up and in their place are used large bristol boards which hang on the inside of the supply room door. These are easily accessible and handled, and work well when carried to the round table for conferences.

Brodshaug ⁴ found that the number of stoves in junior high-school home-economics kitchens ranged from two to twelve, with a median of six, and the number of sewing machines ranged from one to eleven with a median of six. In the apartment described here, the equipment which has proved adequate for classes of seventeen to twenty-three, is two electric sewing machines, two stoves, and one sink, one built-in ironing board, one electric iron, one small built-in electric refrigerator, two kitchen tables, one large, round, cutting table, one laundry sink, one washing machine, one mangle and one bathroom have been sufficient. The saving in cost of duplication of equipment items make possible a greater variety so that the addition of an electric ironer and food mixer are made possible.

The writer differs with Engelhardt ⁵ as to the necessity, or even desirability, of having suspended ceilings in home-economics apartments. Ventilation, which is extremely important in cooking activities, is better when

⁴ Melvin Brodshaug, *Buildings and Equipment for Home Economics* (Teachers College, Bureau of Publications, 1932).

⁵ N. L. Engelhardt, *Standards for Junior High-School Buildings* (Teachers College, Bureau of Publications, 1932).

ceilings are high; the sound attendant when a group is working in small space is better absorbed; and the light from large windows is distinctly better. There is also the advantage that the home-making rooms do not have to be relegated to obscure parts of the building because of non-standard windows. Ingenious decorating of walls and ceilings, attention to position and kind of artificial lighting, and draping of windows will produce the same home-like effects without sacrificing the advantages of the high ceilings, the large windows, and without complicating building construction problems.

The color scheme of this apartment was made green throughout in order to show interesting variation without change of color. For that reason the living-room walls are plain green, the bathroom walls are shellacked wall paper of green and white, the kitchen walls of green relieved by gray furniture. The furniture in the living-room is maple and cherry, the draperies figured chintz of peach and green. Other color variety of interest was furnished by the tapestry and chintz coverings, pictures, and small accessories.

Draperies, so important to the appearance of the room, cannot well be a class problem in the junior high school. They should set a standard. As a project they are too complicated and long a problem to outlive the interest span of junior high-school girls. The glass curtains, however, may easily be a class problem. If the room is to be used for adult education, the draperies must be something to inspire admiration; the children are not expert enough and it is not the most valuable use of their time.

The furniture should represent the latest in modern furniture. As it happens, the apartment of which we are speaking is located near the headquarters of Washington during one of his campaigns and for that reason it seemed

appropriate to follow out a plan of early American furniture. Another reason for using it is to illustrate the American background to children of foreign parentage and a foreign culture—and not alone to the children, since it serves as a homemaking center for the parents.

It is possible for the school to make use of second-hand furniture and the children probably get some fine problems in redecoration. But the values which new furniture of good design contribute to adult education in inspiration for the future spending of money far outweigh any small financial saving which a board of education should feel called upon to make when they are setting the standards for the home life of their community. Necessary yearly refinishing of kitchen stools, waste pails, clothes trees, hampers, and other pieces of furniture of similar importance can give all the necessary instruction that children need for redecorating furniture. And the continual supplementing of homemaking furniture, works of art, and replacement of equipment, should be one of the most interesting and carefully planned parts of the course of study. Brodshaug⁶ says in his survey:

No small furniture for purely decorative purposes was found. Considering what has been described so far, it becomes evident that schools do not take art very seriously. This is to be regretted, especially considering the fact that the leaders in the field lay much stress on art appreciation. Decoration is not so much a matter of expenditure of money as it is a matter of careful planning. Costly furniture does not take the place of art in decoration.

No real homemaking apartment can be conceived without a bathroom and after it once has the bathroom it must justify the expenditure. For our bathroom we chose in-

⁶ Melvin Brodshaug, *Buildings and Equipment for Home Economics* (Teachers College, Bureau of Publications, 1932).

expensive equipment; for example, a tub that had three sides in the wall, the shortest tub available. A large one is not needed. But if a child says, "I want to sit in the tub," it should be possible for her to do so. When consideration is given to how the bathroom is to be used from a clothing standpoint—a girl who presents herself for a fitting should always be fresh from a shower—then a shower must be provided. This is one of the standards of personal cleanliness. The bathroom should be a place where bathing *to keep clean* is allowed. As such it becomes a popular activity. It is important that it should not be used by the school nurse as a place to clean up dirty children. If used in that way, it becomes stigmatized as a socially unpopular place. As the hostess proudly explained to a visitor to the homemaking apartment, "It is not the dirty girls who take baths here, you know, but the clean ones." The bathroom fittings should be an illustration of good plumbing, of good taste in color, in the fixtures, of simplicity and interesting design. The local plumber was filled with zeal to make the homemaking bathroom an example of his most expert work that the community would observe and which would reflect credit upon his craftsmanship.

No room in the apartment, even the bathroom, should be left partly finished for any length of time, because the unfinished effect may be taken as a standard by some visitors. Windows left uncurtained, for example, may result in a home with such a lack, or similarly without a shower curtain. The bathroom should be an illustration of good linen, soaps, floor coverings, and fixtures. The wash bowl should be so set that the nutrition children (see page 16) can use it easily and regularly. Washing one's hands before a meal and upon leaving the bathroom at any time should be made routine. The ordinary

use of the bathroom by many people and the care of it after this use furnishes valuable opportunities for lessons.

There should be scheduled times, outside the home-making period, when homemaking girls are privileged to use the bathroom for a bath or shampoo. Baths should be scheduled for times before school, at noons, and after school. Incidentally, the towels so used give a constant supply of laundry for the washing machine.

We are educating two different groups, the pupils of school age and the adults of the community whose attendance consists only of irregular visits which should, however, be encouraged. It may also be that the apartment is used for special adult education in evening classes. Although in some instances the homemaking room must reflect the home, in others it must be an inspiration for both adult and child education. When it does serve for adult education, it gains more respect from the children due to the admiration of the parents.

On an open-house night at the school not long ago a man looked in the apartment bathroom and turned to the teacher saying, "Next fall there will be a bathroom just like this in my home." Everyone who comes to visit the living-room handles the cherry table and says, "What a beautiful finish. How do you keep it this way?" And on that same exhibition night the teacher noted that during most of the evening a group was standing in front of the reproduction of Turner's "Wedding of Priscilla" which hangs low on the wall behind the table. Small boys from the first grade led in their fathers by the hand to see it; homemaking girls brought their friends. And yet the picture had been hanging there over a year, always an inspiration and a thing of beauty and interest to these children.

Visitors examine the draperies, looking to see how they are made and to discuss the fastness of the color. A mother came in one afternoon saying she just wanted to sit in the room for a while because "I am moving into a new house next month and I haven't much money and I want to spend it wisely. Just let me sit here and study the colors and the furnishings." Isn't this a fine kind of adult education?

Because of the realization that adult education takes place in so many different ways, this should be taken into consideration when plans are being made. In very subtle ways the public may be educated. Without class instruction this goes on. The hospitality which the teacher fosters in the homemaking apartment makes it quite easy for adults to bring their friends to inspect its various parts. Out of one ear the teacher hears the refrigerator door and the new type broiling oven in the stove opening and shutting innumerable times whenever an open-house night brings adults to the school.

Because an installation is once established in a school is no reason why it is the one which will outlive the building. Neither must a homemaking department be a display room of modern gadgets. It should include a demonstration of awareness of changes in homes which keep pace with the family life represented in the community as well as being an inspiration for better homes.

Present-day homes show the steady advancement of home equipment and to have a progressive homemaking apartment there should be a fund for such additions to the equipment. The children must actively participate in choosing it so that they will have a feeling for the evaluation of household appliances and not be prospective victims of high-pressure salesmanship on mediocre products. The children can participate in two different ways

in supplementing equipment. First, and most important, in their production of something saleable which will give them an income of their own and through this activity learn thrift—saving and spending for something worthwhile. People who maintain that foods classes are attractive because of the fun of eating what has been made will be surprised to find that children will not eat dishes they have prepared when they can see class savings for some particular fund increase. Second, the children should have a chance to choose the equipment for which this money is to be spent.

A class had saved fifteen dollars from the sale of products; a good many of the sales had been made to themselves. Each time the dishes had gone to the lunch room where they received generous criticism from the patrons, which gave the cooks a degree of pride of craft. A man came out from New York with several pictures. They were tried on the wall, the history discussed and the one which the class felt best suited them, "The Wedding of Priscilla," they were astonished to find was priced far beyond their precious savings. After a great deal of discussion and figuring they decided that this was the picture that best suited the space, the room, and their interests, and so they purchased it, arranging to complete the payment during the ensuing three months. This involved letter-writing, changing of money into checks, bookkeeping and the meeting of obligations. The picture formed the inspiration for their class play and every child in the school, because it is the only picture of its kind in the building, loves it and enjoys showing it, telling its history and how the homemaking room was so fortunate as to secure it. The bookkeeping for this account furnished two years later the basis of planning a purchase by another class of a much needed settee.

The parents of the children feel pride in the children's choice and they also have felt that their buying was a valuable experience of group planning, earning, and spending. Because it was the choice of the children and because they assumed the entire financial responsibility, there has not been the slightest criticism of the amounts expended. On the contrary, the parents have offered suggestions for further equipment but have readily accepted explanations that furnishing is a matter of choices of what articles must take precedence in the school and class budgets.

The foregoing statements have suggested that for the administrator whose financial limitations are a serious problem, this plan of teaching offers decreased requirements of space, of equipment, and later on, of supplies. The economy of making use of the products of cooking classes for undernourished children, of setting the stage for a desire on the part of the young cooks to supplement the furniture of the apartment through the sale of cookery products, will result in great actual and apparent economy in supplies. The expense to the school of clothing supplies is always very little anyway, but there are some economies even here. For instance, it will be found that patterns will be used by more than one person, since they are not all needing a pattern at the same time.

This plan of teaching is not dependent upon any one textbook. In fact, it necessitates the use of a well-rounded, though not necessarily expensive, home-economics library, one which is supplemented by available free materials.⁷ This library is used constantly and introduces to the pupils sources of important materials as well as giving them experience in methods of finding interesting or necessary home-making information. While no one text-

⁷ See bibliography for classified list of essential books.

book is required, nor is even suggested, whatever textbooks may have been in use in previous years will find a place now, though no further full sets of books will need to be purchased in the future. The list of books suggested for homemaking classes by the New York State Department of Education, supplemented from time to time with government publications of the Bureau of Agriculture, the Child Welfare Departments, etc., will constitute an excellent library. Recipes are selected from standard cook-books and are not just batters and cereals, and white sauce #1, page 47, in the textbook. Instead they are found amid an array of variations, perhaps with pictures of tempting servings. A salad selected from a picture in a cook-book or a household magazine will require just as much skill in preparation, will produce more interest, and will, surprisingly enough, usually cost no more, than one selected by the teacher.

The pantry shelves of the kitchen show at all times a variety of food supplies, but the total expenditure for food supplies does not exceed that of the same number of pupils taught under a laboratory plan. To be sure, during one lesson, food preparations might include one dish of cereal, one creamed egg on toast, one recipe of custard, and cocoa. But the total food-cost for one girl would not exceed that when one lesson includes twenty-three cups of custard or twenty-three cups of cereal. The educational difference would be that under this plan of organization each girl is wholly responsible for the complete preparation and service of her dish, since no one in her busy kitchen would have the time to assist her in this preparation. In evaluating her product, she is conscious that it is of her own creation, not produced through combined efforts of her and her neighbors. A wider variety of adaptations of simple recipes and variations of simple menus

results than is possible when an entire group is working together on the same menu.

Uniforms, such as aprons or smocks, owned and cared for by the school, produce the least confusion, delay, annoyance, and the best appearance, aside from fostering a felt need for laundry problems. No one sits on the side lines because of an apron left at home. Children are their own judges of when an apron needs laundering, and on every occasion one is certain of crisply clean uniforms. When a program of school-owned uniforms is initiated, it must be with equipment efficient for the practical handling of a large amount of laundry. The initial expense is not large; the annual replenishing is very small, and the valuable learnings are inestimable. Children thrill over freshly starched uniforms and as a result feel great pride of craft in homemaking activities. School-owned uniforms may also give opportunity for practical problems with commercial laundries.

One of the reasons why many teachers object to the installation of an apartment, or fail to really use it after it has been installed, is their feeling the necessity of seeing all of their pupils all of the time. Often while occupying an apartment a teacher is only utilizing one part—perhaps the kitchen during one-third of the lesson, the dining-room for one-third of the lesson, and the living-room for one-third, while the whole class as a group moves from one part to another. The teacher feels the impossibility of having the children scattered over the various working centers of the apartment. She feels that her two eyes cannot travel fast enough to stimulate the interest and attention of lagging pupils. And moreover, she finds that surveillance from any one position she might assume is impossible. She feels that too much of her time and energy are consumed in moving from one group to an-

other when they are scattered through a series of rooms. It is, of course, obvious that the apartment does not favor "the desk chair teacher."

However when a class has been organized to work on the plan described here, the teacher will find that many of her objections have vanished. When the routine of keeping the apartment is established, the burden of it is carried by the pupils as a valuable learning situation. With the routine matters taken care of, the teacher has freed many valuable minutes of each lesson for the real teaching which is to be done. Her time and attention are freed to such an extent that the variety of things which are happening within the apartment and demand attention keep her on her toes mentally and physically and are not impossible. They create for her a renewed interest and effort to enlarge the scope and increase the content of the subject-matter. The interaction of one family member accomplishing one piece of work while another family member does an entirely different piece of work strengthens the content of the course of study. Satisfaction and stimulation continually lead the teacher to sift the content of the course of study, bringing to light hitherto unemphasized points which, seemingly irrelevant in a lecture or demonstration, are yet highly important and add new vigor to twice-told tales. It impels the teacher to evaluate continually what she is teaching because the children are daily evaluating what they are doing.

A teacher can carry a maximum load with individuals within her classes still feeling that they are not lost in the group, but that they are receiving special attention and progressing according to their individual capacities. Of course, if a teacher is moved from one school to another during the day, her teaching is seriously impaired. Since she must accustom herself first to one room and

then to another, must prepare in each room her supplies and other materials, and perhaps adjust herself to a different school atmosphere, her growth is slowed and her teaching suffers. She is static. Unless she feels growth and reacts to it, her professional interest in improvement of her teaching disappears. The solution, of course, is to reduce the number of times she moves to the minimum. It is far better to teach whole days in one school and alternate days in another, than to move after teaching only a part of a day in one school.

To some administrators the fact that the careful scheduling of events far in advance on the school calendar and their fitting into the teaching program prevents possible exploitation of the teacher and pupils for lunch room activities, may appear at first to be a disadvantage. But on second thought they will find that perhaps the very reason that homemaking is not functioning in their schools as it should is due to just such exploitation. This, sadly enough, occurs to greatest extent in the small schools where are found inexperienced teachers. Teachers, young, full of enthusiasm, and with actual physical strength, are apt to be the teachers who are not prepared diplomatically to save their pupils from this thoughtless misuse of their time. What actual education of any kind is there for girls who make sandwiches, for instance, day after day? And what sort of homemaking preparation is it which gives daily practice in cooking large kettles of soup for an entire school to eat for lunch? Administrators and teachers, too, as well as some supervisors, rationalize this situation. In perhaps the largest high school in the country, one class meeting just before noon always finds cookery instruction confined to sandwich fillings and wax-paper wrappings. This is justified by the department on the basis of its being an actual activity which presumes

greater motivation. It is safe to conjecture that the attitude of the girls after the first two weeks is about the same as that of sandwich makers in the basement of a drug store, without that incentive of the worker on the job to improve his methods so that his output may increase and promotion be achieved. It is an easily observed condition that classes performing this sort of service do not work under the time pressure which is necessary on the commercial job, but drop into time-wasting habits which seriously affect their attitude toward other related work.

The lunch room, of course, is not the sole field of exploitation of pupils and teachers of home economics. Experienced teachers accept in theory the value of school and community interests, through the making of costumes, of curtains, towels, of preparing refreshments for school parties, of serving luncheons and dinners to school guests. But the most casual survey will bring to light the fact that it is these same experienced teachers who actually carry on less of this sort of activity and who as their years of service increase, do less and less. They reluctantly have been forced into an attitude of defense of their pupils' time in the interests of actual home-economics education. They have seen their best pupils performing over and over again a piece of work which has been performed successfully once. Let us say, for instance, that Anna has once made a delicious chocolate cake; the teachers like chocolate cake, and the children fall over each other in the effort to secure a piece. The logical result is that Anna is asked to make a chocolate cake again and again and again, past the point of educational benefit to her, unless she be preparing to be a professional cake maker who must learn to perfect her motions and increase her speed to the limit. Or again, a school play is to be held;

it is planned for two weeks hence; let the homemakers construct the costumes. Let all homemaking classes be given over to this frantic activity. Let the teacher and pupils work late after school and at noon-time. What has happened? What actual instruction has been given during this urgent need for *production*—in this factory operating like a sweat-shop on a production basis pure and simple? Without doubt it has been necessary for the teacher to herself perform the difficult parts of the cutting, fitting, perhaps even sewing, because the time pressure is so great that she cannot stop to teach beginning fingers to perform the tasks.

This plan of organization in the apartment can be adjusted to fit any course of study and any grade. It has been worked out on the basis of junior high-school classes, but it has been used in senior high-school classes and in the elementary grades. All groups of children enjoy it. A more normal group situation for effective teaching of home life is permitted. The set-up is such that family relationships are a vital part of working together and are not merely discussion lessons lasting over a short period of time. All parts of the course of study are being carried on all the time but the content is not affected except that it makes possible the enriching of the course for those pupils who accomplish more than others.

Scheduling and programming are perennial problems when it comes to double period classes. The administrator will welcome a plan of teaching which will make every minute of the pupil's time in the homemaking class productive while at the same time this is not accompanied by an atmosphere of high-pressure exerted by the teacher. The handwriting, even now, is appearing on the wall which forecasts one-period classes for home economics in spite of the emphatic denial by many fine home-eco-

nomics teachers. The administrator knows that it must come and he will turn to a method of class organization which will so utilize the equipment, the teacher's and the pupils' time that this one period will accomplish perhaps as much as did the double period under more haphazard and less carefully organized teaching periods.

The homemaking program should represent the life needs and situations of the community, recognizing that which is undesirable by offering solutions for such problems, emphasizing that which is fine, and trying to add to the inspiration which beautiful home life lends to a neighborhood. Aside from reflecting the needs and ambitions of the community, the homemaking classes offer to that community an opportunity to solve some of its problems and to be of service to its children.

The Red Cross gives the schools the opportunity of making articles for them to furnish to the needy. It may also offer to the homemaking teacher the opportunity of supplying to growing girls new materials which make the joy of dressmaking real and mean to a child a very different problem from a made-over dress; fresh materials, with a hem built for increasing height and not a remodelled garment fashioned over lines a bit out-of-date and with cloth which caused much hesitation in modelling the creation into present fashions. Everyone realizes the value and the need for remodelling garments, but after a winter of such an adjusted wardrobe, adolescent girls cannot continually hide increased proportions under the same amount of cloth. However, the teacher who points with pride to a large number of garments made by her classes for the Red Cross should look well into the attitudes of her pupils and consider whether the most valuable use of their learning years has been made.

Health organizations are glad to furnish cod-liver oil

and free milk for children whom the doctor and the nurse feel may benefit from such extra feeding under the directions of homemaking classes. The old story of the homemaking girls preparing and serving refreshments at teas and parties gives pleasure and is valuable when not overdone.

It is essential at all times in utilizing related activities as a means of vitalizing home economics to evaluate them in terms of actual value to the girls in the classes. The service rendered may be highly desirable, but it can be justified only on the basis of its educational value to the girls themselves.⁸

It should not be an exploitation of one or two, but an opportunity for all.

EXCERPT FROM THE ANNUAL REPORT
OF THE SUPERVISING PRINCIPAL
TO THE BOARD OF EDUCATION,
VALHALLA,
NEW YORK

The development of the homemaking department from an unpopular step-child to an integral part of our educational program has been intensely interesting to watch. The expense undertaken in moving the homemaking from the basement laboratory to the apartment on the first floor has well repaid the school district.

In 1931 the remodeling of a regular classroom into a home-making apartment aroused some curiosity among the ninth-grade girls, but only one girl was interested enough to elect voluntarily ninth-grade homemaking as a subject. In 1932, 60 per cent of all the ninth-grade girls elected the course, and in 1933, 70 per cent. In the spring of 1933, 90 per cent of those who had taken homemaking signified their intention to major in home economics in senior high school.

Our ninth-grade homemaking course has received the unusual distinction of being granted two units of Regents' credits by the State Department of Education. Homemaking has ex-

⁸ Cora M. Winchell, *Home Economics for Public School Administrators* (Teachers College, Bureau of Publications, 1931).

tended down into the sixth grade, and through special projects, has reached every grade in the school. Next term a class of ninth-grade boys, upon their own petition, are to take an abbreviated homemaking course which they have chosen to call, "How to get your Money's Worth," and are suggesting problems such as selection of fabrics, care of clothing, bachelor cookery, nutrition, and first aid.

Our homemaking course, organized on a unique plan, is peculiarly adapted to further our major educational effort—that of creating a feeling for individual responsibility. The girls have been eager and willing to earn money, not only to add to furnishings in their own apartment, but to help other groups.

The homemaking department has touched every phase of school and community welfare and has filled a definite need in combating serious malnutrition among our school children. I feel that it has contributed much toward integrating all units of our educational program and has pointed the way in this effort for the other departments in the school.

June 27, 1934

(Signed)

Herman L. Ronnei

CHAPTER IV

HOW THIS ORGANIZATION AFFECTS THE TEACHER

The art of teaching has been applied to many fields of instruction, but has often been omitted in this field of home economics where it has sometimes deteriorated to simply a process of showing, with no attempt at organization of subject-matter or ideas.¹

EVERY teacher will feel that many of the plans in this book are similar to those which she herself has many times begun and used but which she has never found time to write about or to work out to the last detail. Every home-economics laboratory shows many activities automatized. The plans in this book simply go one step further by integrating all of these various activities and routines.

In beginning this organization with a group, a teacher must realize that she is initiating an activity program which, first of all, demands an open mind. It requires a new kind of lesson preparation on her part because much of the routine of living together will be assumed by the various members of the family. The results will be evaluated by them and old ways will give way to new ways before the group decides upon a chosen path. Teachers' hobbies will be smothered by pupil plans. It is only a versatile teacher who can smilingly wait while exuberant and inexperienced workers persuade themselves that their ways need to be improved. Fine plans and high hopes for

¹ Cooley, Winchell, Spohr, and Marshall, *Teaching Home Economics* (Macmillan, 1921).

certain goals come tumbling down after a few periods of pupils' juggling. Finally, out of all the suggestions and confusion are born a new set of plans adapted to the needs and aims of living and working together in ways untried, but with standards and enthusiasm high.

At this point the honest teacher will perhaps be disappointed that her carefully made plans are not also the outcome of her pupils' decisions for the interests of the group. She will, however, see ways to stimulate interests so that the content of the year's work will include the fundamental knowledges and skills which state departments of education feel desirable for these young folks to experience.

The teacher must take a long view and have her program clearly mapped out, working with a large calendar to which the children should have access. She must be thoroughly acquainted with the equipment and supplies at hand, as well as continually on the alert to learn of new appliances and to evaluate them constantly as to their exact value in her classroom should the occasion arise when she needs to make a choice. She must set an example to the children of planning and scheduling time so that there is no work incomplete, no overstaying of periods, and no high-pressure. She must be ready at all times to demonstrate any particular piece of work as the occasion for its use arises. During the initiation of a class into this scheme of teaching, the load of the teacher is heavy and her demonstration work intensive, because her standards must be set and acceptable performance-patterns established. A child must be allowed to handle and manipulate utensils and apparatus while her interest is high, but demonstration should precede practice, lest incorrect procedures become habits.

The teacher must coöperate with the health depart-

ment and be able to present a definite plan of what the homemaking classes wish to do in the field of nutrition: undernourished children, children needing rest or food, children who could be weighed regularly and show gains under proper care. Each class will prefer to undertake the records of children younger than themselves if this can be arranged.

But while a teacher must make all these plans, there are compensations in that she is relieved of so much of the routine work of housekeeping that her mind is free for this real teaching. The children evaluate their own work; their constantly planned activity removes practically any question of discipline, their personal appearance is standardized, the ordering is planned well ahead, the supplies are kept in order, recipes are understood and studied, and lessons are planned as a matter of routine by the pupils themselves so that their interest is always high.

To view an apartment in action with all stations working, it may appear to the teacher that her mind would be distracted—flitting from one thing to another, answering the variety of questions which arise, sometimes simultaneously like a battery one on top of the other, possibly each one dealing with an entirely different phase of homemaking. On first thought it might appear that the teacher's attention being needed first for a problem in housekeeping, then at a problem in designing, stitching, again at a laundry problem, then as judge of cookery techniques, that changing from one thing to another would be tiresome and confusing. It is, to be sure, simpler to stand at the foot of a hollow square and dictate to twenty-four children: "Now we will beat an egg, now we will fill our tins, now place the cakes in the oven."

The simplicity of having practically everyone doing the same thing, or nearly the same thing, is easy on the

teacher who has taught the same course of study for several years and knows practically every answer that can come up about salads or how to bathe the baby. But the monotony, which accompanies years of teaching cooking-aprons and headbands, is greatly relieved and the teacher has a new lease of life when she is surrounded by a lively group who assume the responsibilities which they feel are part of the job of family dietitian, cook, or librarian. These are never the same. The questions are always new. And it is seldom necessary for the teacher to stimulate interest in an activity which has as much self-motivation as that with which the family group seems to surround these important stations. Always she must be conscious that every job has on it a person, a child, who feels that that particular job is the one around which the family centers and is dependent; that she is putting into it her individuality which is going to make the job a little different, and she hopes, a little better than that job has ever been done before.

This does mean that the teacher must have at hand illustrative material for every phase of the activities that are carried on within the apartment. For instance, for easy access she must have material for sewing problems, for testing of textiles, for nutrition examples, and for cookery.² In the hollow-square set-up of the home-economics laboratory the aim of all good teachers has been to have her own demonstration thoroughly prepared and the class supplies set out ready on the desks so that there would be no waste of time and no chance for discipline problems to arise before the show should begin. But the new activity programs, as Dewey says: ³

² See list of equipment and supplies in Chapter VII.

³ John Dewey, *Progressive Education and the Science of Education* (Liveright, 1929).

——all display a certain atmosphere of informality because experience has proved that formalization is hostile to genuine mental activity and to sincere emotional expression and growth. Emphasis upon activity as distinct from passivity is one of the common factors. And . . . there is in all of these schools a common unusual attention to the human factors, to normal social relations, to communication and intercourse, which is life in kind to that which is found in the great world beyond the school doors.

Careful planning to the most minute detail prevents freedom from being chaos.

Freedom is no void, no absence of control; it comes to the individual or the society which is integrated for action. . . . Persistence, determination, concern for a desired end, mastery of needed skills for the task at hand, respect for and use of expert knowledge, are all essentials to individual and social development and are all outcomes of desirable progressive practice.⁴

An activity program does not imply less preparation on the part of the teacher, but preparation of a different order. She assures herself that the required supplies are on hand because a pupil dietitian has planned for them and a pupil housekeeper has ordered them a week ahead of the time when the cooks will need them. She is certain that these supplies are on the shelves where they belong because a pupil housekeeper has checked the contents of the shelves as part of her regular routine. Equipment and supplies needed for the group must be foreseen far ahead, never left to the day of the lesson.

The writer is convinced that teachers of homemaking have not felt sufficiently the importance of the well-finished demonstration in teaching the many details of housekeeping tasks, most of which should be definitely

⁴ Alice V. Keliher, "Where Are the Progressives Going?" *Progressive Education* (May, 1933).

established as almost automatic performances. All educational psychologists lay great emphasis on the economy and efficiency of learning motor skills by having practice of the correct pattern of movement from the beginning.

In developing any habit or skill the student must definitely focalize the activity which is to become automatic. . . . The child must have a clear conception of exactly what type of movement he is to make before he can practice for its automatic control. . . . To facilitate this the teacher must set the example and actually show the learner . . . how the movement is made before he attempts it. He must set a good copy, not of the completed product, but of the movements leading to a successful accomplishment.⁵

This abridges the trial-and-error process of learning. Of course it is essential that the teacher must recognize a good performance when it appears, must be able to analyze it into its basic skills, and must then herself acquire excellent performance before demonstrating to the pupils. After all, homemaking is not a manual-training course—it is vocational. Not alone vocational in that it will function in the future, but that it functions immediately. Every child is today a part of a “homemaking center.” “The practical-arts objective, in general education,” says Morrison,⁶ “is a series of intelligent attitudes toward a particular field in the environment. Now such attitudes are comprehensible wholes and not syntheses of piecemeal parts. . . . If the course had a vocational objective, then we should need to add to intelligent attitude the attainment of trade-skill and arrange experience on pure-practice principles calculated to develop such skill.” If then, we are justified in considering that home-

⁵ Stoebel and Morehard, *The Nature and Meaning of Teaching* (McGraw Hill, 1929).

⁶ Henry C. Morrison, *The Practice of Teaching in the Secondary School* (University of Chicago Press, 1926).

making is vocational, we must include in part at least, "skill-teaching." In general, home-economics teachers have not themselves had sufficient skill-training. The wide scope of the subject-matter has made skill in all of it impossible and until analysis of the most essential skills is made, it will be humanly impossible for them to attain high skill in everything included under the head of "home economics."

In this plan of organization, analysis of the skills needed to accomplish only the definite aims of the course of study has been made. Then it *is* possible for the teacher to acquire a high degree of skill in the selected performances. The demonstration assumes great importance in teaching with this organization. It is less formal, but it must be carefully worked out, for it must be short. The well-worn joke of the after-dinner speaker that his address is long because he has not had time to make it short, applies equally well to the demonstration. Moreover the teacher always has to have on tap her demonstration for any of the phases of the activity suggested by the course of study. A five-minute demonstration is long enough. To be successful with this plan of organization, teachers should consider the following functions of the demonstration:

FUNCTIONS OF THE DEMONSTRATION

1. Sets the standards for the apartment. The children come from homes of various types and bring with them such a variety of standards that it is only fair to them to set up standards for them that will be possible for them to use at home and will at the same time inspire them to do their best work.
2. Gives opportunity to learn as much through visual instruction as by manipulative fumbling, trial and error methods. Children in the seventh, eighth, and ninth

grades are imitators to a large extent, not purely for imitation's sake, but from a desire to "follow-the leader."

3. Is one way of teaching pride of craft.
4. Removes from activities the stigma attached to "sewing," "washing dishes," "cleaning," etc.
5. Should remove the idea of failures in cookery.
6. Paves the way for exactness and finish in doing tasks which they have often seen done but have never carefully observed nor analyzed. Perhaps the everyday things seem more important and difficult.
7. Shows the ease and grace of motion which are possible to use in the daily tasks which are necessary to the home. What, for example, is a more graceful, rhythmic motion than sweeping to music?
8. Should be so well prepared that they are short and to the point.
9. Most successful if it is short and leaves your student on the spot to carry on while interest is high.

When a teacher first begins to use this plan, she feels the loss of her formal roll-taking and presentation of material which training and experience have habitually placed at the beginning of the period. She still clings to a feeling that unless single tasks, such as cleaning the apartment, are performed by the whole group on the same day, the apartment is not properly cared for. This is the same feeling as that of the old-time housekeeper, who wraps her head in a towel, gathers her brooms about her, empties the contents of the house on the porch and lawn, and much to the discomfort of her family, enters upon an orgy of periodical house-cleaning. She never really feels that the modern way of cleaning takes the place of the seasonal upset. With mechanical aids the modern housewife does a certain amount of the cleaning every day and easily keeps the house in a most acceptable manner.

Perhaps the housekeeping would be better if the teacher were checking it and doing some herself, but the development of a consciousness of housekeeping standards in the children, teaching them to check and be checked cheerfully, to criticize and be criticized, is of far more value than a perfectly kept apartment. After a time this kind of housekeeping does appear, but it requires a teacher's reminder. However, it should be always a pupil's activity and usually a pupil's evaluation. At the same time it is a mistake for the homemaking teacher or for the administrator to feel that no janitor service should be given to the homemaking rooms. This is furnished to other parts of the school building and some should be expected in the homemaking apartment. Cleaning may easily be so over-taught that it loses all educational value and interest. We clean to keep clean, not to get clean.

This plan of organization does not presume that the pupil cook, or the pupil designer is going to use supplies which have been selected and arranged especially to meet her particular needs of that day. Her lesson includes the selection and replacement of supplies which is often assumed by the teacher as a necessary part of preparation for the lesson. This selection and replacement of supplies on the shelves in the home kitchen is considered as valuable a part of the lesson as that of the actual preparation of the product.

In preparing to conduct a class on this plan, the teacher must be sure that she knows the background of her children. She will exercise her ingenuity in determining this background and ever must keep in mind that the children themselves do not necessarily reflect it. It is a fallacy to say, as do most mothers, that the child shows the housekeeping teachings of the mother, as any homemaking teacher can readily observe. If these mother-teachings

have taken the form of activities, that is, participation in housekeeping, then the teaching may be reflected and usually is, but if the teaching has been only by example and telling and complaints of the amount of work which housekeeping entails, then the girl who has lived in a well-kept home, kept well because of the mother's activity alone, has little or no conception of what this housekeeping means in terms of "doing" on her own part when it becomes her duty to keep house. Or if she does appreciate this, she is firmly set against wishing to participate in it. Two girls in a class, Mary and Loretta, well illustrate this. Both come from homes where the housekeeping standards are high. Loretta's standards of sewing are extremely high. Her mother has been a fitter for one of New York's foremost shops. But Loretta has not been allowed to participate herself because the mother could not tolerate fumbling fingers. However, the mother by this attitude, has instilled a pride of craft in clothing work, a reverence for beautiful and exact work, so that her daughter is keen to learn the elementary skills of stitching, cutting, and sewing, having always in her mind the beautiful products which a person who develops these skills may produce. Her quick learning to operate the sewing machine and to do almost perfect stitching was amazing.

On the other hand, Mary reflects the attitude of her mother, who slaves to keep a well-kept home but lacks joy in the doing of it and vociferously plans that the future will hold escape for her daughter from what she considers "household drudgery." Consequently Mary resents criticism of her slack dish-washing, food dropped on the floor and not cleaned up, and other housekeeping deficiencies. This made an interesting combination when both mothers happened to come to school on the same

day—one at the request of the homemaking teacher because her daughter had failed to live up to the housekeeping standards, and the other to express her pleasure at the “A” which her daughter had received on her monthly report card. The first one said, “See how I have wasted my day trying to help Mary in her school work.” The other said, “If you have a pattern for a coat, I have some material and would love to add to the layette which the girls are making for the new baby,” a baby which had arrived unexpectedly before the class preparations were complete.

The family conference develops added content and a critical attitude and evaluation of the daily activities. The family conference helps to formulate the plans for the next lesson. If the conference, with its One-Minute Reports from each member of the group is not held, or is postponed until the following day, much of its value is lost. One class whose teacher found no time at the end of a class period for this conference, and consequently postponed it to the beginning of the next period each day, found that her pupils felt that the conference was hindering them from getting to work. On the other hand, if the work of the class is carefully scheduled, and if the group are trained to stop work and to prepare for the conference exactly when they are called to it by the hostess, they are unanimous in feeling that this meeting is the highlight of the day.

Absence of one member of the family often causes another to assume some of the duties of the absent one. Such a situation proves interesting and the making of adjustments is a valuable experience in this organization. For the returning pupil it is very easy to check up exactly what work she has missed and it is easy for her to make up this work with the use of her daily schedule and her

direction sheets. It is highly important and very valuable for her to see that family life went on without her but that there are some things which she truly missed. The teacher must constantly keep in mind that the interest span of a girl of this age is short and that, while some activities can be repeated with intrinsic learning, it is wise to go on to the next station and not have a girl stop to repeat. As soon as she feels that she cannot repeat, but must keep up with a schedule and plan, there is something to stimulate her interest in having a job to be lived up to, or a job to excel, or in keeping abreast of her classmates who have occupied this same post.

Living up to the detailed schedule, which demands that all necessary equipment and supplies be easily accessible at the right moment, challenges a teacher to prepare the details of her work and to recognize that time lost because of lack of supplies cannot be regained. It does not require that she do any more work, but that she be foresighted and realize that every lesson is a planned event. This promptness and foresightedness on the part of the teacher is quickly reflected by the children, who, as one teacher expresses it, "are taught the value of the first five minutes of a class period. They soon learn that there is no time for leisurely washing of hands and putting on of aprons."

The schedules worked out in the *Guide-Book*⁷ are planned for five double periods per week, ninety minutes each day. It can easily be seen that if the length of the period were to be increased by forty-five minutes, that the daily schedule for these family members could include many activities for which provision is made in the present *Guide-Book*. In like manner, if the length of a period be decreased by forty-five minutes, which is the

⁷ Evelyn M. Herrington, *A Guide-Book for Homemaking Classes* (D. Appleton-Century Co., 1935).

modern trend, these daily schedules now include material which could not possibly be accomplished in one week's time, but which must be carefully re-vamped to cover two weeks' time, or actually deleted to fit into one week of forty-five minute periods.

If the class is to meet a combination of single and double periods, adjusting the schedule to this is a simple matter.

There are some possible disturbances in a classroom which simply do not happen. The only reason they do not is because the teacher is always on the job to see that they do not happen. One of the most vexing happenings to be forestalled is the tendency to waste time after the completion of work. Definitely planning for "leisure-time activities" will be the reason this does not happen. The library is only a few steps away and offers much opportunity for profitable and pleasant recreation and the *Guide-Book* suggests interesting references on every station ready for leisure-time reading. Hooked rugs or a little cross stitch can be at hand. Knitting, mending, pressing, winding a few extra bobbins, jigsaw puzzles, checkers, flowers to be rearranged, rugs to be braided, doll clothes to be made—what the woman of another generation termed "pick up work." A feeling in a class group that these constitute wise use of leisure time is readily developed with a little encouragement by the teacher.

In making a weekly plan and a daily schedule, the child must be guided so that her plans are such that they can actually be accomplished in the length of time available. To be always working toward an unattainable goal takes away the satisfaction of accomplishment. This plan of organization provides opportunity for the pursuit of leisure time activities or hobbies, and thereby sets a premium on the rapidity with which tasks can be performed

and gives opportunity for increasing content according to a girl's ability.

On the day that the pupils change their stations, a summary of the work completed as shown by the Progress Report should prove an inspiration and a guide, and it is easy for the teacher to properly mark each goal card.

Tests which are guides as to how clearly a child understands directions, must be devised, with a key so that the pupil can quickly check and the teacher can clear up any mistaken idea before the child proceeds. Such tests are shown in the pages of the *Guide-Book*. They are not information tests, but measure comprehension of directions and assist a teacher with her routine.

Some tasks should be considered worthy of mastery, because the progress of the entire class would be held up without mastery of some minimum essentials by all the pupils. These mastery tests are illustrated by the tests on food requirements which are given on page 163. To insure this group mastery of certain facts, it is often necessary to teach, test, teach, and test several times before some pupils have attained success. This class mastery should be set in as short units as possible so that the mastery test does not cover too much ground and thus present an impossible attainment for some pupils. With short mastery tests and repetition of mastered facts, the movement of the class is even and with a common understanding fundamental to nutrition progress.

Public-school equipment and plant necessarily must lag behind development of new ideas in home fittings, just as public-school courses of study must lag behind the new and untried until it has proved its worth. But this does not excuse the teacher of home economics from knowing about the newest and best, the untried as well as the thoroughly proven. Home-economics-trained women who are

employed in the commercial field complain that teachers do not keep themselves wisely informed of changes in the equipment field.

A state supervisor at a district meeting was asked by a teacher in a new position, "Won't you please come and help me to persuade my principal that my laboratory is impossible?" The supervisor replied, "Go back to your school, study your situation, make definite statements of what needs to be improved and how it might be done. Show these to your principal and tell him you are asking my help to put some of them into effect."

We must be ready to make constructive criticism, to know exactly what it is that we feel is needed if we are not satisfied with our present conditions. The teacher who is improving her set-up must have the entire plan well in hand or the result will be a room full of specialties from the salesmen who were the most persuasive.

Brown and Haley⁸ set up a score sheet for the rating of the technique of teaching home economics. It assumes a certain list of desirable outcomes. However, if a teacher who was using this class organization were rated according to it, some modifications would be necessary, as follows:

MODIFICATION OF THIS SCORE SHEET IN THE LIGHT OF CERTAIN DESIRABLE OUTCOMES

1. Physical care of room: cheerful, clean, orderly and well ventilated; pupils to share responsibility

Note: These ratings are clearly dependent upon the type of classroom and behavior of the children. With some classes, rating of the physical care of the room would be not real rating of the teacher's ability because the children who had been co-occupiers of the room brought high standards with them. While another group, attaining these standards would indicate a gigantic achievement.

⁸ Brown and Haley, *Teaching of Home Economics* (Houghton Mifflin, 1928).

2. Care and arrangement of equipment: high standard of cleanliness, orderliness, and convenience; class assumes share of responsibility

Note: The arrangement of the equipment is not the matter of one class opinion but of several, and even though it may not agree with the best rating of experts, it should be realized that this is a learning situation and results in a felt need for change and should not receive adult criticism before this need is clearly understood and a solution has been evolved.

3. Provision for individual differences

Note: This organization of itself permits individual differences to add or subtract from content of the course with minimum class disturbance.

4. Distribution of time:

- a. Distribution of time is consistent with pupil's need; pupils are helped to plan their own schedule
- b. Time profitably spent; discussion is adequate for laboratory work

Note: The weekly plan and daily schedule are the framework of the organization and should slowly and understandingly be a pupil solution and always be critically evaluated by them.

5. Class discussion and use of questions:

- a. Aim clear to teacher and pupils; work vitally related to pupils' needs and interests
- b. Teacher well versed in subject; directs pupils' interest beyond day's lesson
- c. Entire class interested and participating. Teacher's questions clear and definite; various types used skilfully; explanation given when needed

Note: Class discussion and use of questions is spontaneous with the children and a teacher never feels she has been fishing with questions and has caught little. Rather, she feels on her toes to be ready for the sudden turns of pupils' needs and interests. The content of any part of the activity stimulates the teacher as well as the pupils' interests and

there is seldom a one-day interest, but instead, a repeated interest whose appearance strengthens the value of its relationship to the occasions when it arises. Individual interests are high and class pressure keeps a pupil on the job, while class curiosity demands explanations *pro tempore*.

6. Demonstration: Given at opportune time and skilfully carried out; does effective teaching

Note: A teacher never is sure of the time when some of her demonstrations will be required. As the need arises the demonstration is forthcoming. It is given to the interested individual, and if not effective, should be repeated as soon as the child or the teacher realizes its failure.

CHAPTER V

CONTINUOUS ACTIVITIES AND RELATIONSHIPS

THE apartment set-up reproduces the home situation more nearly than does the laboratory or the unit kitchen. In working out this organization, the plan was directly contrary to that usually followed in planning a course in homemaking. We ordinarily analyze the subject-matter and then arrange it logically under topics; today having a program of cooking, tomorrow of housekeeping, a week of study of personal relationships, and a definite period of time devoted to family relationships. In preparing this organization also, analysis of the course must come first, but the problem ensuing is to coördinate the units of activity so that as many of them as possible can be going on at the same time. The advantages of this individual activity by each member of the group have been discussed in other chapters. But there are some objectives of homemaking which cannot possibly be isolated when one is attempting to integrate the various parts. Some activities, some attitudes, some relationships must be continuous. As Miss Adelaide Baylor¹ has said so very well:

Today the entire life of the home is used as a basis for home-economics instruction. The tendency to isolate the various responsibilities of the homemakers and teach them one by one has been superseded by that of stressing their interrelationships in the maintenance of the entire home and family life.

¹ Adelaide S. Baylor, "Home-Economics Education for Tomorrow," N. E. A. *Addresses and Proceedings*, 1927.

PERSONAL APPEARANCE

	M	T	W	T	F	Total
<i>Manicured</i>						
	shall mean nails clean, filed, cuticle soft					
<i>Neat Hair</i>						
	shall mean well brushed, no stray locks, no falling pins					
<i>Clean Hair</i>						
	shall mean scalp clean, not oily					
<i>Clean Hands</i>						
	shall mean clean nails, palms unstained, knuckles clean					
<i>Clean Costume</i>						
	shall mean clean collars and cuffs, un- spotted dress, stockings unspotted, polished shoes					
<i>Well Chosen Costume</i>						
	shall mean one which needs no attention to keep it in place					

HEALTH STANDARDS

Cleans teeth at least once each day

Washes face and hands before each meal, at rising, and
at bedtime

Bathes at least twice each week

Sleeps with open windows in bedroom

Weekly Score

FORM 1. FOR CHECKING PERSONAL APPEARANCE AND HEALTH STANDARDS.

This form is checked daily by the hostess at the beginning of every class. These health standards were chosen as being possible and desirable for every one to follow. Such items as the daily bath, sleeping in a single bed, which were not possible for all, were omitted.

This organization attempts to set the stage for home problems which provide interaction between personalities similar to the relationships of child-to-child or child-to-adult as found in the home.

Just as it was found necessary to so arrange the organization that the housekeeping-routine tasks would be carried on continuously in order that the family might work comfortably amid pleasant surroundings, so it was necessary to plan for the carrying on of those more intangible and elusive components of appearance, character, and personality which grow out of the social relationships. We accomplish little in teaching family relationships while we watch our classes walk up to a carefully arranged supply table, accurately measure ingredients listed on the blackboard, and then mechanically compound them into dishes. The hostess is charged in particular with the management of the group and through her duty of rating her fellows on the attributes of appearance and health, she becomes conscious of and sensitive to some elements necessary to a good family member.

Consequently the work sheets for each station include those for personal appearance, health standards, and family-membership standards. The first two are rated for each pupil by the hostess, but the latter, as being the most difficult to rate, is reserved for rating by the teacher. The rating received on these sheets is a vital concern to the girls. It is often amazing to the teacher, to note how accurately pupils evaluate the family membership of their friends. The traits and the values assigned to them on the Family Membership Sheet is the work of several groups of girls, with guidance, of course, from the teacher. But the interest in this rating has not been confined to the groups who were instrumental in establishing the scale. Each new group which goes over it together are

asked whether they wish to use this particular scale or if they wish to draw up a different one. No later groups so far have considered that they could evolve one better nor has the importance in their estimation of this particular rating diminished. On this Family-Membership Sheet we have tried to focus those activities, traits, and expressions of conduct which have to do with every phase of a girl's life in the homemaking apartment. To make it definitely related to her other work definite values are placed on it which constitute an important part of her monthly reports. The groups seem to feel, as have other pupils in the experience of the teacher, that "home life is not merely a matter of techniques. It involves people, home interactions and such characteristics as livableness and adjustability." They realize that it is not the dress but the girl who wears it.

The organization seems to have been successful in setting such a stage that the teaching of family relationships through textbook and recitations is unnecessary because the experience of planning, working, earning, saving, spending, and keeping well and happy together brings to light emergencies and problems whose solution entails immediate action.

Important to the teacher of home economics are the by-products obtained from this attention to "personal appearance" and the means for attaining the standards set up by the class. The aim is to develop habits of personal care which will carry over into outside life, but if no more was accomplished than the establishing of standards of personal appearance which function in the classroom, then it would have been worthwhile. Instead of delaying the beginning of the homemaking class by "prinking" and instead of having the powder-puff dragged out at intervals during the class period, this plan gives a definite time

HOMEMAKING

100% FAMILY MEMBERSHIP

Value,
Per Cent

10	<i>Health</i>	Is cleanly in person and dress Sits, stands, and walks correctly Observes health rules.....	----
20	<i>Industry</i>	Is willing to do her work Is systematic in preparation of her lessons	----
10	<i>Thrift</i>	Uses time to good advantage Keeps books and property in good condition Is careful in the use of materials Obtains value received for money spent	----
20	<i>Honesty and Reliability</i>	Does her own work Does not cheat, disobey rules of school, nor help others to do so Does not bluff her way through, but is sincere in efforts to improve her- self and the school Is trustworthy Is at the right place at the right time, equipped for work.....	----
10	<i>Courtesy</i>	Is polite to visitors, teachers, and fel- low students Shows good manners at all times Controls herself so that the finer qual- ities in her personality may be seen Is friendly to fellow students.....	----
15	<i>Responsibility and Initiative</i>	Shows pride in keeping apartment clean and equipment in good order Assumes personal responsibility for success of school and apartment activities Exercises leadership in things worth- while and intelligent followship when others lead.....	----
15	<i>Loyalty</i>	Takes pride in class, school, and apart- ment Upholds the good name of the school and community at every opportu- nity Attempts to live up to homemaking- apartment ideals	----
100%		<i>Total.....</i>	----%

FORM 2. CHECK LIST FOR THE EVALUATION OF FAMILY MEMBERSHIP.

This form is checked at the end of the week by the teacher after the Progress Report has been written.

DIRECTIONS FOR A MANICURE

NECESSARY EQUIPMENT

<i>What Is Needed</i>	<i>Where to Find It</i>
Towel
Soap flakes
Blue and white bowl
Orangewood stick
Nail boards
Cotton
Cold cream
Cuticle brush
Water—warm soapy

PROCEDURE

Soften orangewood stick in warm soapy water, and clean nails
 File nails with coarse nail-board, using long strokes from corners
 of nails
 File nails with fine nail-board, using up and down stroke
 File nails with fine nail-board from under side of nail to remove
 fine skin
 Soak fingers in lukewarm soap-flake suds
 File nails of other hand in same manner
 Remove fingers from water and dry on towel. Rub from finger
 tips toward hand
 Soak fingers on second hand
 Massage fingers with cold cream
 Loosen cuticle with orangewood stick wrapped in cotton
 Loosen, do not push back, with moistened cuticle brush
 Remove cuticle with liquid remover and cotton-covered orange-
 wood stick
 Wash in warm water and dry well
 Polish nails by rubbing in one direction on cushion of hand
 near thumb

REPORT OF MANICURE

My nails did did not need a manicure
 My operator was was not careful
 I did did not enjoy the manicure
 It took minutes
 I would suggest

Date..... Signed
 Operator.....

for proper attention to personal appearance. The group recognizes the value of personal grooming in the right manner. As the standard for costume states, "It is one which needs no attention to keep it in place and shall be clean." Clean hair is necessary, and there is no reason why each girl should not have it and know how to care for it when her regular class program permits time for

WHAT HAPPENED AT HOME

While I am a important happenings are occurring at home.

THE STORY OF WHAT HAS HAPPENED:

THE STORY OF WHAT I DO:

1. How can I help?
2. What shall I do?
 - a. What is unsatisfactory?
 - b. Does every one meet with this difficulty?
 - c. What makes it unsatisfactory?
 - d. What needs to be different?
 - e. Where shall I look for helpful information?
 1. At home
 2. At school
 3. Other sources
3. What I did
4. Facts I learned which helped
5. Knowing these facts, we made this new plan
6. Date of new plan

FORM 4. AN EXAMPLE OF RECORD BLANK FOR HOME-PROJECT WORK.

her shampoo, given in a definitely prescribed manner, and checked by another pupil. Likewise, her hands will be properly cared for; not manicured in a bizarre style, but manicured according to the procedure outlined on the sheet: How to Give a Manicure. This all adds to the neat appearance of the class and gives a general feeling

HOME-PROJECT REPORT

WEEK OF..... NAME.....

Begun	Ended	Time	Activity	Result

FORM 5. USED FOR CHECKING ON HOME-PROJECT WORK.

I do (do not) approve this report.

Mother's Signature

This is a report sheet for definite assigned work in the home. If it is a record of practices at home, it is a very helpful way for the teacher to establish contact with the home and to bring into close harmony the home and the school.

of preparedness for a job. No child loses any part of this experience and she assumes the responsibility of laundering the smocks or aprons of the group while she is acting as housekeeper.

The What Happened at Home and the Home-Project

SUMMARY OF WHAT HAPPENED AT HOME THIS YEAR

MY STATION	WHAT HAPPENED	PROBLEMS SOLVED	BEGIN- NING DATE	ENDING DATE	APPROXI- MATE NUMBER HOURS
Assistant Housekeeper					
Housekeeper					
Librarian					
Dietitian					
Assistant Cook					
Cook					
Assistant Designer					
Designer					
Home Nurse					
Waitress					
Hostess					

Date.....

Mother's Signature.....

FORM 6. PUPIL'S SUMMARY OF HOME-PROJECT ACCOMPLISHMENTS.

Record, or Home-Practice blanks, whichever fit the course, are very helpful, since they bring into the guide-book of the pupil a definite record, which the mother has had some part in making. They offer a fine opportunity for the teacher of homemaking to establish a friendly contact with the home and almost insure the carrying home of the guide-book and its perusal by the mother. Some teachers have special blanks to record home projects, which offer the mother a chance to give her name to something of school value. Such a tie-up with the school is felt by the mother to be more official and of greater moment than when she has no special blank to record her home activities. This is especially valuable in cases where it is impossible for the teacher to make visits to all the homes of all the children.

The following story is a typical example of a home-project report:

STORY OF MY HOME PROJECT

All the boys in the senior class wear blue shirts. My brother John saved his newspaper money and bought one of the lovely blue shirts. He was very proud of it. Mother surprised John and sent it to the laundry. It came home a pale blue. Mother's surprise was not so pleasant.

John bought another blue shirt but did not spend so much for this one. Mother washed it carefully and hung it out in the morning shade. The afternoon sun found the shirt and faded it badly. John was very much disturbed and suggested that dry-cleaning perhaps was necessary to preserve the color of a blue shirt.

I asked to help keep the blue shirts blue. John gave me a strip of the tail of the shirts. I cut the strips into even samples and tested them in all the ways I had learned. The librarian and other designers helped by suggesting other methods of testing.

I found many things which made the cloth fade: sunlight, hot iron, hot water, and strong soap. I saved the tell-tale

samples and showed them to mother and John. I made a plan for keeping blue shirts clean and blue. John visited some of his pet stores to find out how many kinds of blue shirts of the right color he could buy. He brought several home on approval and together we selected one which John could afford to buy and which was made of firm, even material.

Our washing plan helped the faded shirts from growing lighter and kept the new shirt bright.

The directions for taking a shower bath are necessary for some girls, and when they are made a part of the guide-book for all, those who required the directions are not conspicuous because of their lack of experience.

Baths were first scheduled at the request of children, outside of class periods at noon and after school. About two weeks later baths were permitted during study periods, when homemaking classes were in progress. Now bathing is a regularly scheduled activity for the dietitian of each class during class periods. For these bathers are members of homemaking classes who have had the lessons on personal care and are familiar with the routine of the homemaking apartment. For some girls a bath is not necessary, but some find home bathing almost impossible. Because all participate, those who need the facilities are not singled out and made self-conscious. These baths are *to keep clean, not to get clean*. "Get clean" baths are a problem of the health department, not of the homemaking. Towels are laundered as part of the housekeeping routine. Coöperation with the physical director makes it possible for two homemaking girls each gymnasium period to dress in the apartment bathroom and to take their showers there after class. These bathing guests provide an activity in which the interchange of guest and hostess responsibilities give a real opportunity for developing the hospitality of the homemaking apartment.

The teacher does not feel perturbed when the hot water gives out and cool showers finish the day's program, for she wishes the children to enjoy bathing and realize that the prohibitive expense of hot water should not limit the number of baths. There appear to be differences according to grades in the attitude toward the bathroom. The girls in the seventh grade enjoy the novelty, the sport of a new activity in school routine. The eighth-grade girls take bathing seriously as they feel it is a privilege permitted only to girls of the homemaking class. The ninth-grade students have reached an age when social approval of personal appearance is necessary to them and cleanliness is recognized as a requirement for personal attractiveness. In some cases their baths at school have been the answer to cold water at home or a means of preserving silk underwear and woolen dresses.

All bathers readily agree that they feel alive and stimulated by their baths, and the teacher always finds time to ask if they enjoyed it and if the room is ready for the next bather. A schedule for baths is kept on the desk in the apartment and girls sign up for times desired, usually filling it several days in advance. Aside from regularly scheduled out-of-class baths, all garment fittings have as a prerequisite, a shower bath. Watching a classmate fill in the vacated schedule seems the best method of getting children acquainted with the *dangers* which misty, moist mornings, and cold, clammy winds bring to in-door bathing. Have you ever seen a fourteen-year-old girl who has enjoyed a shower for the first time? Have you ever had a girl who has scheduled herself for a bath ask to be taken off because it is raining? How does a girl feel who says, "It is so cold today I'd be afraid to take a bath?" Two children who until this bathroom was available had hardly known a weekly bath were able to answer a class-

DIRECTIONS FOR SHAMPOO

NECESSARY EQUIPMENT

<i>What Is Needed</i>	<i>Where to Find It</i>
Towels and wash-cloths
Shampoo
Shampoo shawl
Spray
Stool
Comb and brush

PROCEDURE

Pin towel closely around neck. Over this fasten shawl
 Brush hair thoroughly and loosen dandruff with comb
 Use brush from scalp toward ends of hair
 Hold washcloth over eyes if necessary
 Wet all of hair after brushing, using fingers lightly rub in plenty
 of warmed shampoo. Rub from neck to crown of head. Rub
 from forehead to crown of head. With spray or tumbler rinse
 the lather off hair
 Start with fresh bowl of water and soap hair a second time
 Rinse well three times. The third water may be cool
 Rub head and hair with towel to absorb water
 Brush while drying. Brush from scalp toward ends
 Follow hair line and crown of head while brushing and to set
 waves
 Set bathroom in good order when finished

REPORT OF SHAMPOO

My hair did did not need a shampoo
 My operator was was not careful
 I did did not enjoy the shampoo
 It took minutes
 I suggest

Signed

Operator.....

FORM 7. FOR SHAMPOO DIRECTIONS AND CHECKING.

When the personal-appearance standards were set up, it was considered
 possible to attain these particular ones because of the facilities offered
 in the homemaking apartment. Therefore, the shampoos and baths are
 made a part of the demonstration program.

DIRECTIONS FOR TAKING A SHOWER BATH

NECESSARY EQUIPMENT

<i>What Is Needed</i>	<i>Where to Find It</i>
Soap
Bath towel and wash-cloth
Bathing cap
Paper towels
Cleanser solution

PROCEDURE

Place three paper towels on floor next to tub
 Remove garments and place on stool
 Use towel as shawl
 Tuck all hair under bathing cap
 Step on paper towels to enter tub
 Lay bath towel on stool within easy reach of tub
 Close shower curtain and pull it inside of tub
 Regulate water with higher faucets
 As you wash allow spray to rinse off suds
 Use a cold spray for last minute of bath
 Dry face, neck, and upper parts of body while in tub
 Rub vigorously
 As you dry feet, step on paper towels
 Leave dripping curtain inside tub
 Spread damp towel and wash cloth on rack over tub
 Place soiled paper towels in basket
 Rinse tub with cleanser solution. Dry with paper towel

REPORT OF BATH

My bath was a shower (tub)
 The supplies were (were not) in place
 I did (did not) enjoy my bath
 It took minutes
 I suggest
 Date..... Signed.....

FORM 8. FOR BATH DIRECTIONS AND CHECKING.

The regular schedule of the dietitian includes a shower. All other girls may schedule showers outside of homemaking-class periods.

ONE-MINUTE REPORT

Name..... Membership in family.....
Date.....

FORM 9. BLANK FOR ONE-MINUTE REPORT.

An evaluation by the child of her work written each period and read at the family conference at the close of the work period. The children say that: (1) they avoid making the same mistakes others have made; (2) aside from hearing others judge their work they formulate ideas as a starting point to do a better job; (3) from these we gather incentive for much outside reading in new paths enriching the content, for the solution of emergency problems, and for a strengthening of individual responsibility and self criticism.

ONE-MINUTE REPORT

NAME....*Ruth Geer*..... MEMBERSHIP IN FAMILY...*Designer*.....DATE....*Sept. 26, 1934*.....

- Monday* I had my Family Membership sheet graded and added to my goal card.
Then we rearranged our book. We went to our working quarters. I sewed the collar on Virginia Curto's smock and then fixed the squirrels on the curtains. I only had time to sew on two for I had to make plans for the following week's work.
- Tuesday* I took one of the curtains we are making for the kindergarten and sewed on four squirrels, two frogs and two black cats. This took some time and I didn't have time for any more. Lena helped me and almost one curtain is finished (except one green frog).
- Wednesday* I took one of the curtains we are making and I sewed squirrels, frogs, and cats on it. After I had worked on the curtains until my eyes hurt, I took all the frogs and cats that were not sewed with the machine; I stitched them and then it was twelve o'clock and I had to stop.
- Thursday* I sewed on squirrels, frogs, and cats. The hostess, Lena Bucci, helped me. So far four curtains have been finished and the others are very near their destination. This is my last day as designer and I can readily say I have enjoyed it immensely. I hope to be designer again some time.
My plans were to cut out and start Janice's smock but the curtain business cut my time short and I was unable to do so. I also sewed the collar on Stella's smock. I polished and cleaned the pewter, the center bowl, and the four candle sticks.

PROGRESS REPORT OF

as

Activities completed

Results

Activities not completed

Results

Added activities

Results

FORM 11. THE PROGRESS REPORT.

Written at the end of the week or the end of work on one station. It is really a short summary of the One-Minute Reports and is of great assistance in having the child realize that family membership is partly responsible for her achievements. This also provides the teacher with a definite summary of work which will guide her in grading the child's work.

PROGRESS REPORT OF—See Form 11*Ruth Geer*.....
 as*Designer*.....

Activities completed

Results

*The curtains finished and my one
 minute reports kept up to date*

*The curtains looked
 lovely and I am sure the
 children of the kindergar-
 ten feel very proud and
 happy*

Activities not completed

Results

I completed all of my duties

Added activities

Results

Cleaned and polished the pewter

Looked very nice

mate who asked, "What would happen to you if you took a bath every day?"

After the homemaking apartment is set in order and the choice of work is being discussed, it has been the wish of the girls to prepare some brown paper-bag lunches such as are brought from home. Brown paper bags are popular in our school because they can be disposed of easily after luncheon. The cafeteria sells milk or cocoa which makes the cumbersome thermos-bottle lunch-box unnecessary.

The tentative plan for the year's work in cookery was built around the activities which all the homemaking classes wished to carry on in the apartment. The pleasure of having younger children for a nutrition group was to be shared by seventh-, eighth-, and ninth-grade girls.

THE SCHEDULE OF THE NUTRITION GROUP

TIME	ACTIVITY	NUMBER IN NUTRITION GROUP	RESPONSIBILITY
8:30- 8:40	Cod-liver oil and tomato juice	6	Ninth-grade dietitian
10:00-10:10	Milk and graham crackers	4	Seventh-grade dietitian
10:10-10:40	Rest period on apartment day bed	1	} Seventh-grade hostess Eighth-grade hostess
11:30-12:00	Rest period	2	
12:00-12:20	Luncheon in apartment kitchen	4	Eighth and ninth-grade dietitians
12:20-12:40	Rest period	1	Ninth-grade hostess
2:00- 2:30	Rest period	1	Ninth-grade hostess

The food preparation units must be chosen so that the work of the nutrition group may be carried on in a routine manner with ease so that the other activities which

temporarily arise will not interfere with the nutrition group nor make it impossible for the homemaking classes to participate 100 per cent in anything which they may feel is desirable to do. The nutrition group must be fed no matter what else happens but these children must take their place in the home and not be the "whole show." In this matter, as in others, we do not wish the homemaking classes to be exploited even if it is their own desire to exploit themselves.

The dietitian will have selected a menu for the cook for her second experience, the feeding of children for special growth, and in the kitchen there will always be one person whose job it is to cook for the nutrition group. The early-morning feeding of cod-liver oil and tomato or fruit juice as shown on the schedule is the work of a ninth-grade hostess. The children come in for their rest periods without disturbing the other members of the family. The entire family does not stand still while Tommy takes a nap.

Other units of work in food preparation which were chosen by one group are:

First Cooking Experience

Brown paper-bag luncheons	Sandwiches
	Salads
	Custards, gelatines, etc.

Second Cooking Experience

Feeding children for special growth: cooking for the nutrition group	Creamed soups
	Fresh vegetables
	Stewed fruits

Third Cooking Experience

Cooking for young children: meeting the day's requirement	Child's breakfast
	Child's dinner
	Child's supper

Fourth Cooking Experience

Cooking for sale

Scalloped dish

Salad

Cake

*Fifth Cooking Experience*Refreshments for party:
suitable for sale in
lunch room

Ice box cookies

Frosted cakes

Frozen dessert

Sixth Cooking Experience

For a growing girl

Making tin-can products
better*Seventh Cooking Experience*Meeting the food require-
ments of an adultClass project with guests at
dinner party*Eighth Cooking Experience*

Feeding invalids

Broth

Soft diet

Light diet

By "experience" we refer to the progress which takes place due to the rotation of the class from week to week, if a week is taken to be the period spent at any one station.

THE EVOLUTION OF A BROWN PAPER-BAG LUNCHEON AS
SHOWN THROUGH THE FAMILY ORGANIZATION

Librarian supplied the reference books and pamphlets which contained valuable material on selection and preparation of luncheon. Weighed and measured children for whom luncheon is planned. Wrote recipes on cards for dietitian to give cooks.

Dietitian searched books for help in choosing menu. Planned a luncheon to fit definite needs. Selected menu and made list of needed food supplies. Checked supplies on hand and wrote an order for those required.

Housekeeper received grocery order, checked list, and placed in storage.

Dietitian

progresses to be a cook and prepared and served the products and sold the extra one in the lunch room. Lunched with nutrition children.

Librarian

progresses to be dietitian and lunched with nutrition group, observed food habits and needs of children.

SOME LETTERS FROM PUPIL DIETITIANS TO MOTHERS

Valhalla School # 1
Valhalla, New York
January 30, 1934

Dear Mrs. Grecco:

For the past five months we have been taking care of your son, Salvatore, during the school day. He has now reached his normal weight and is a healthy boy. There are many more children in school who now need more than Salvatore and he is now dismissed from our nutrition group. Salvatore will, however, still receive his lunch in the cafeteria. We hope that Salvatore will continue to keep up his weight. Your daughter, Rose, will take home a bottle of cod-liver oil and we hope that you will give him a teaspoonful every day.

Yours truly,
(Signed) Theodora Balossini

Homemaking Apartment
Valhalla Junior High School
April 3, 1934

Dear Mrs. Benton:

As you know, we are giving Jesse cod-liver oil in tomato juice when he comes to school, milk and a cracker in the middle of the morning, and three times a week at his 10:30 luncheons we give him an egg with a slice of whole-wheat toast.

We would like to tell you that Jesse for the last few months has only gained a quarter of a pound.

Please do not think that we are telling you that you are not giving him enough food for that is not it, but please do see that he gets a rest when he comes home at noon after eating his luncheon.

Jesse tells us about the new baby and we are happy to hear that he is proud of his little brother. We girls all love him and enjoy his coming into our homemaking apartment.

Sincerely yours,

(Signed) Jeanette Di Prinzio

Valhalla School #1
Valhalla, New York
January 27, 1934

Dear Mrs. Reinhart:

Next week we shall change our nutrition group. We are, however, going to continue our work with your daughter, Dorothy.

Dorothy is still underweight and until she reaches her normal weight she shall be under the care of the Valhalla Homemaking Department.

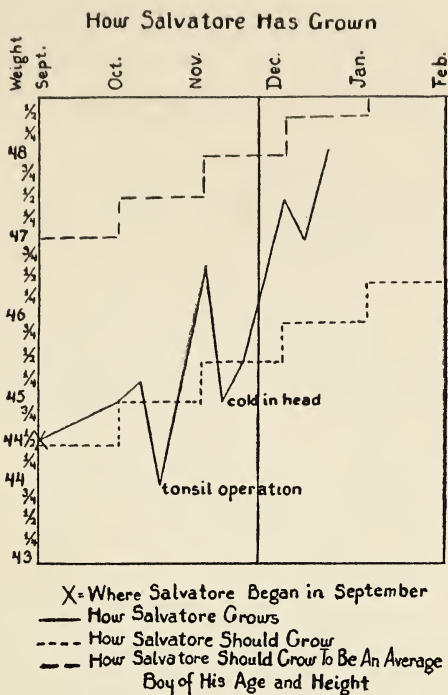
Yours truly,

(Signed) Virginia Curtis

A PAGE FROM THE SCHOOL PAPER

HOW ARE YOU GROWING?

All the homemaking girls smile when they look at the charts of the members of their nutrition group. Rose is at the top of the list. She has gained $4\frac{1}{2}$ pounds since she joined the group. She is looking rosy and her eyes sparkle and her appetite is fine. She is building her resistance as high as possible before she has her tonsils removed. Salvatore is the next highest on the growing list. He has gained $3\frac{1}{2}$ pounds and has lost his tonsils too so his gain is even more than $3\frac{1}{2}$ pounds. All the group escaped the mumps so far and George is getting ready to be a foot-ball player.



Have you ever seen a growth chart? Here is a copy of Salvatore's.

He can answer these questions. Can you? How much milk does a boy eight years old need every day? Why does a boy eight years old like a lettuce sandwich better than a jam sandwich? When would you choose hot cocoa or cold milk for your lunch? What is a dessert and when should it be eaten?

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CHAPTER VI

TESTS AND GOALS

THE definite stating of the objectives of any course of study is, of course, essential for the teacher and should be clearly realized by the pupils. In this program of pupil activity, stress has been laid in every instance upon the child's evaluation of herself rather than evaluation according to teacher-standards by the teacher only. The children determine the standards of family membership, of personal appearance, of health, and of housekeeping with as little guidance from the teacher as possible. What influence the teacher-guide has had in modifying this pupil-standard has been accomplished not through imposition of her standards on the children, but by setting a stage which would bring to light the necessity for additions or subtractions from their lists. The program of testing and rating is carried through to the end of the course with this idea of pupil-evaluation always in mind.

There are, however, certain objectives of any particular course of study which must be met. Such a course of study usually will prove to be a matter of certain minimum essentials which we must be sure to include in our activities. A careful study by Brodshaug of the objectives in home-economics education furnishes a very complete check-list of what the best minds in the field consider to be the major and minor objectives of home-economics education today, and they are, moreover, classified as to junior high-school objectives and senior high-school ob-

jectives.¹ This list was checked against the New York State Syllabus and found to cover all the objectives listed therein. This check-list was then rearranged by setting up both the major and minor lists under each topic heading on the sheets so that they could more easily be checked when allotting special goals to different pupil stations.

Goal sheets were then set up for each station. For example, the first one is that of the assistant housekeeper, the second, that of housekeeper, then that of librarian and so on in the order of class rotation. Pupil goal sheets are commonly used in progressive schools working on the plan of individual instruction and seem to be peculiarly adapted to this homemaking organization. On the goal sheets the objectives or aims of the pupil are expressed in terms of activity rather than as topics, as is appropriate. Some of the objectives are common to all pupil stations and are continuous. These are found on each goal sheet: Family Membership, Personal Appearance, and Health Standards. The completion of these on each goal sheet, of course, occurs whenever a pupil leaves that station and progresses to another. The rating for these items is simply transferred from the Family-Membership Sheet, the Health, and Personal-Appearance Sheets. Each child has her Goal Sheet in her guide-book and knows exactly where she stands at any time. When she progresses to a new station, she begins to work on a new goal sheet and the deficiencies of her former family membership, appearance, and health achievements do not stare her in the face, so that there is a strong incentive to make a good record on a new sheet. The One-Minute Reports, the weekly Progress Reports, and Family-Membership Sheets are summarized on the Goal Sheets.

¹ Melvin Brodshaug, *Buildings and Equipment for Home Economics in Secondary Schools*, Chapter III.

A graphic goal card may be kept, either as a supplementary record or instead of the filling out of the goal sheet as contained in the guide-book. Such a graph is illustrated on page 146. The individual charts for these are obtained from Motivation Charts, Inc., Jewell, Iowa. A graphic representation of achievement is always especially intriguing to a child, and these which are so easily added to by simply tearing off sections of perforated paper, require practically no time to keep up to date and are always uniform and neat. Larger class charts of the same kind may be kept by the teacher or the librarian for the benefit of the class as a whole.

In any course of study which includes the learning of as many skills as homemaking entails, one must take into consideration varying degrees of achievement. The ratings on the goal sheets are the relative position of a child's accomplishment in the group. In any activities involving skills, "masteries" are of varying degrees depending upon several factors, such as speed, economy of motion, degree of automatization, and ease of performance. Sometimes this is due to aptness, sometimes to practise.

In home economics many objective tests² have been constructed during recent years which have attempted to measure knowledges. Some few have attempted to measure objectively the skills of sewing and cooking.³ Objective

² Engle-Stenquist *Home-Economics Test* (World Book Co.). *Home-Economics Information Tests* (Teachers College, Bureau of Publications). May E. Davis, *Achievement Scale in Household Science, Comprehensive Scale* (Ginn & Co.).

³ Murdock, *Analytic Sewing Scale for Measuring Separate Stitches* (Teachers College, Bureau of Publications, 1923). King-Clark *Foods Test* (World Book Co.). Frear and Cox, *Clothing Test*, New York State College (Bloomington, Illinois, Public School Publishing Co.). Trilling and Stevenson, *Comprehension of Pattern* (Bloomington, Illinois, Public School Publishing Co.). Amery, *Delaware Home Economics Test*, State Department of Public Instruction (Dover, Del., Bureau of Vocational Education, 1925). Bowman-Trilling, *Textiles and Clothing*.

FORM 13. GOAL SHEET FOR ASSISTANT HOUSEKEEPER.

Goal	Activity	Instruction Sheet No.	Date Completed	Rating
AS A FAMILY MEMBER: 1. Knows and applies standards of personal appearance 2. Knows and applies health standards		Personal Appearance Chart Health Chart		
3. Shows evidence of industry 4. Shows evidence of thrift 5. Is honest and reliable 6. Is courteous 7. Shows evidence of responsibility and initiative 8. Is loyal 9. Recognizes and uses leisure time 10. Uses good taste in arrangement of furniture and in selection of supplementary furniture 11. Understands and uses household health standards		Family Membership Chart		
AS ASSISTANT HOUSEKEEPER: 1. Can launder silk garment 2. Can launder cotton garment 3. Can remove ink spots from cotton and linen materials				

[illegible]

FORM 14. GOAL SHEET FOR HOUSEKEEPER.

Goal	Activity	Instruction Sheet	Date Completed	Rating
AS A FAMILY MEMBER: 1. Knows and applies standards of personal appearance 2. Knows and applies health standards 3. Shows evidence of industry 4. Shows evidence of thrift 5. Is honest and reliable 6. Is courteous 7. Shows evidence of responsibility and initiative 8. Is loyal 9. Recognizes and uses leisure time 10. Uses good taste in arrangement of furniture and in selection of supplementary furniture 11. Understands and uses household health standards		Personal Appearance Chart Health Chart Family Membership Chart		
AS HOUSEKEEPER: 1. Cleans and keeps in order a laundry cabinet and broom closet 2. Can use efficiently a washing machine				

[illegible]

FORM 15. GOAL SHEET FOR LIBRARIAN.

Goal	Activity	Instruction Sheet	Date Completed	Rating
As A FAMILY MEMBER: 1. Knows and applies standards of personal appearance 2. Knows and applies health standards 3. Shows evidence of industry 4. Shows evidence of thrift 5. Is honest and reliable 6. Is courteous 7. Shows evidence of responsibility and initiative 8. Is loyal 9. Recognizes and uses leisure time 10. Uses good taste in arrangement of furniture and in selection of supplementary furniture 11. Understands and uses household health standards		Personal Appearance Chart Health Chart Family Membership Chart		
As LIBRARIAN: 1. Can keep the library in order 2. Knows what a reference library should include				

FORM 16. GOAL SHEET FOR HOSTESS.

Goal	Activity	Instruction Sheet	Date Completed	Rating
As A FAMILY MEMBER: 1. Knows and applies standards of personal appearance		Personal Appearance Chart		
2. Knows and applies health standards		Health Chart		
3. Shows evidence of industry				
4. Shows evidence of thrift				
5. Is honest and reliable				
6. Is courteous				
7. Shows evidence of responsibility and initiative				
8. Is loyal				
9. Recognizes and uses leisure time				
10. Uses good taste in arrangement of furniture and in selection of supplementary furniture				
11. Understands and uses household health standards				
As Hostess:				
1. Can create a pleasant working atmosphere in her home				
2. Knows where all equipment and supplies belong and can tell others				

[illegible]

FORM 17. GOAL SHEET FOR DESIGNER AND ASSISTANT DESIGNER.

Goal	Activity	Instruction Sheet	Date Completed	Rating
As A FAMILY MEMBER: 1. Knows and applies standards of personal appearance 2. Knows and applies health standards 3. Shows evidence of industry 4. Shows evidence of thrift 5. Is honest and reliable 6. Is courteous 7. Shows evidence of responsibility and initiative 8. Is loyal 9. Recognizes and uses leisure time 10. Uses good taste in arrangement of furniture and in selection of supplementary furniture 11. Understands and uses household health standards		Personal Appearance Chart Health Chart Family Membership Chart		
As Designer: 1. Knows how to operate and care for sewing machine with speed and precision 2. Knows how to select, alter, and use a pattern				

FORM 18. GOAL SHEET FOR DIETITIAN.

Goal	Activity	Instruction Sheet	Date Completed	Rating
AS A FAMILY MEMBER: 1. Knows and applies standards of personal appearance 2. Knows and applies health standards		Personal Appearance Chart Health Chart		
3. Shows evidence of industry 4. Shows evidence of thrift 5. Is honest and reliable 6. Is courteous 7. Shows evidence of responsibility and initiative 8. Is loyal 9. Recognizes and uses leisure time 10. Uses good taste in arrangement of furniture and in selection of supplementary furniture 11. Understands and uses household health standards		Family Membership Chart		
AS DIETITIAN: 1. Can make luncheon menu for nutrition group 2. Knows dietary and rest needs of a growing child				

[illegible]

FORM 19. GOAL SHEET FOR COOK AND ASSISTANT COOK.

Goal	Activity	Instruction Sheet	Date Completed	Rating
AS A FAMILY MEMBER: 1. Knows and applies standards of personal appearance		Personal Appearance Chart		
2. Knows and applies health standards		Health Chart		
3. Shows evidence of industry 4. Shows evidence of thrift 5. Is honest and reliable 6. Is courteous 7. Shows evidence of responsibility and initiative 8. Is loyal 9. Recognizes and uses leisure time 10. Uses good taste in arrangement of furniture and in selection of supplementary furniture 11. Understands and uses household health standards		Family Membership Chart		
As Cook: 1. Keeps an orderly kitchen cabinet 2. Observes standards of housekeeping in the kitchen				

[illegible]

FORM 20. HOSTESS'S TEST.

Directions: Select the best answer and write its number in the parentheses.

1. Home is a place where all the responsibility for the household tasks is assumed by: (1) the mother; (2) the mother and the father; (3) the mother and the eldest daughter; (4) all members of the family. ()

2. Giving a helping hand every day is a pleasure: (1) when you remind people you are doing it; (2) when you forget your own good deeds; (3) when you enumerate your accomplishments; (4) when you suggest others follow your example. ()

3. Comfort at home means having: (1) one's own way; (2) freedom from responsibility; (3) sharing with others; (4) a generous allowance. ()

4. Pets in a family are healthier and happier when: (1) everyone feeds and cares for them; (2) when only one person does it; (3) when there is a plan for sharing the responsibility. ()

5. Pictures give the most pleasure when hung: (1) at least 6 feet from the floor; (2) touching the moulding; (3) according to the size of the picture; (4) according to the detail of the picture, the wall space and the eye level. ()

6. Large windows should be curtained: (1) the same as small windows; (2) never like small windows; (3) to match small windows; (4) similar to all windows in the room. ()

7. When an electric fuse blows out: (1) the fuse can be repaired at home; (2) an electrician is needed to repair it; (3) it must be replaced; (4) it has ruined the electric wiring. ()

8. The flame on a gas stove should be regulated: (1) by the cook; (2) by a gas expert; (3) by the stove salesman. ()

9. Buying in large quantities is wise: (1) where there is plenty of storage space; (2) where the price is very low; (3) when a large supply is needed. ()

10. Buying from a plan gives one satisfaction because: (1) purchases fit into one's needs; (2) all bargains are not tempting; (3) money lasts longer. ()

11. Family credit for instalment buying depends on (1) large purchases and small payments; (2) small purchases and large payments; (3) purchases and prompt payments. ()

12. A child is coming to spend the day with you. Plans for the day depend upon the age of the child. Show how these plans would differ according to the age of the child.

Directions: Select one or more numbers from each group and write in the correct columns.

	9 MONTHS	2½ YEARS	5 YEARS
ASSISTANCE WITH WRAPS: (1) None; (2) Some; (3) Much			
TOYS: (1) Ball; (2) Box; (3) Table; (4) Beads; (5) Blocks; (6) Pencils; (7) Crayons; (8) Brushes; (9) Clay; (10) Teddy Bear			
STORIES: (1) Rhymes; (2) Stories About Pets; (3) About A B C's; (4) About Children; (6) Adventure; (7) Continued Stories			
GAMES: (1) Pat-a-Cake; (2) Hide and Seek; (3) Sliding; (4) Sand Table; (5) House; (6) Store; (7) Camping; (8) Painting; (9) Drawing			
MID-MORNING LUNCH: (1) Milk; (2) Orange; (3) Cod-liver Oil; (4) Graham Cracker; (5) Cake; (6) Apple; (7) Ice Cream			
LUNCHEON: (1) Spinach; (2) Baked Potato; (3) Milk; (4) Custard; (5) Tomatoes; (6) Lamb Chop; (7) Cereal; (8) Junket; (9) Prune Pulp; (10) Carrots; (11) Whole-Wheat Bread; (12) Sponge Cake			
BATH: Assistance with Bath: (1) Some; (2) None; (3) Much			
REST: (1) Morning; (2) Afternoon; (3) None; (4) Much; (5) Some			
DRESSING: Assistance with Dressing: (1) None; (2) Some; (3) Much			

FORM 21. HOUSEKEEPER'S TEST.

Directions: Below is a picture of many articles from the housekeeper's cabinet. (An outline drawing of the articles is supplied with the test.) Let these assist you in answering the questions below.

1. Three dresses are stained. What would you use to remove these stains in the different dresses?

	COTTON DRESS	LINEN DRESS	SILK DRESS
A. Ink			
B. Rust spots			
C. Blood			
D. Grease			
E. Scorch			
F. Chocolate			
G. Coffee			
H. Fruit			
I. Paint			

2. Materials are found in envelopes 1, 2, 3, 4. Select one sample from each of these envelopes to make the most perfect color combination for a living-room. Write the selected numbers in this chart:

Envelope 1: Upholstery	Envelope 2: Rug	Envelope 3: Drapery and Curtain	Envelope 4: Wall Paper

3. To keep a house clean many cleaning agents are desirable. Choose from the picture the best agent or agents for cleaning each article and the desirable temperature of the water.

ARTICLE	CLEANING AGENT	TEMPERATURE OF WASHING WATER	TEMPERATURE OF RINSING WATER
1. Broom			
2. Dust mop			
3. Painted woodwork			
4. Enamel sink			
5. Tinware			
6. Steel knife			
7. Rubber spatula			
8. Glass			
9. China			
10. Aluminum			
11. Dish cloth			
12. Dish towel			
13. Apron			
14. Linoleum			
15. Tile			
16. Pewter			
17. Brass			
18. Silver			
19. Copper			
20. Waxed table			

tests of housekeeping⁴ have been of knowledges only. Tests of attitudes and social relationships as developed within homemaking classes have been very difficult to construct. The difficulties encountered by those who have tried to construct tests for the measurement of character have been discouraging in all fields of education. In the

⁴ Special forms of tests listed.

Homemaking Progress Chart of Edna Greenop

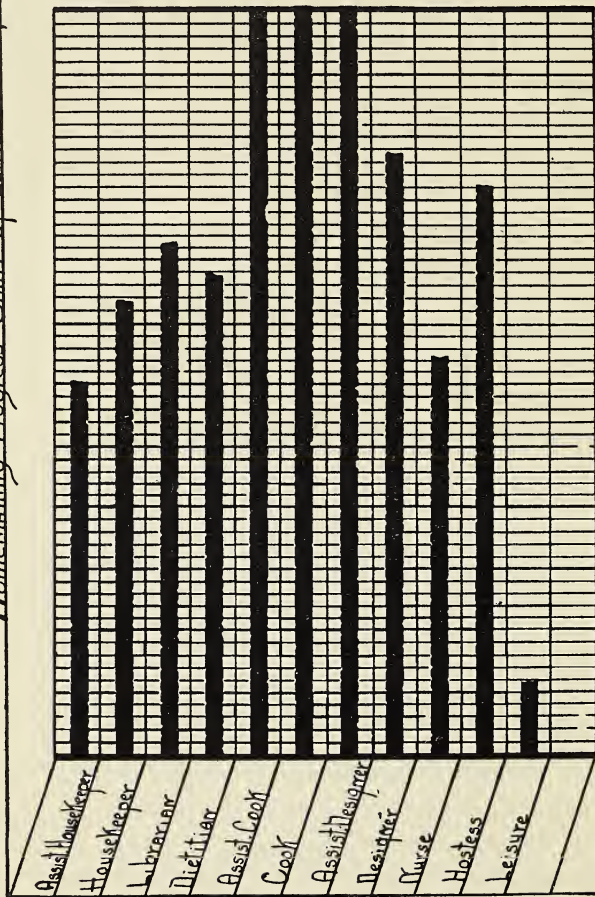


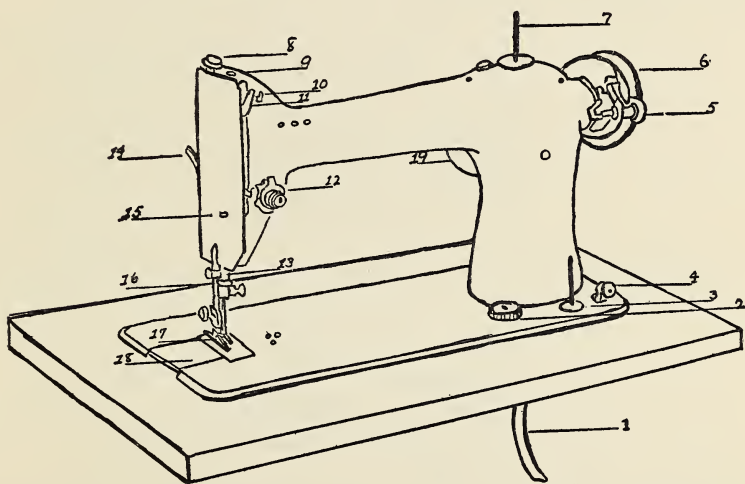
Chart No. 602
 Printed by the
 McGraw-Hill Co.
 New York, N. Y.

SAMPLE OF A TYPE OF GRAPHIC GOAL CARD

*Guide-Book*⁵ an effort has been made to measure as objectively as possible the elements involved in all phases of homemaking included in the course of study. This testing program is a process still in daily construction. The criticism may well be made that the learning situation set up is artificial, that this is not a typical family pattern, and does not reproduce the daily life of a true family. This criticism is just. This set-up and the measurements of "family membership," "personal appearance," "health," and specialized tasks and knowledges do not include all the traits, knowledges, judgments, and relationships encountered in any one home nor even in that mythical institution, a typical home. But it is submitted as representing factors present in *all* social relationships

FORM 22. DESIGNER'S TEST ON THE SEWING MACHINE.

Directions: Each part of the sewing machine is numbered on the figure below. Use these numbers for your answers.



⁵ Evelyn M. Herrington, *A Guide-Book for Homemaking Classes* (D. Appleton-Century Co., 1935).

1. Place the number or numbers indicating the machine parts in front of the names in this list.

—— Oil-holes	—— Treadle
—— Spool-pin	—— Bobbin-winder
—— Take-up	—— Balance-wheel
—— Tension	—— Needle-bar
—— Thread-guide	—— Motor
—— Stitch-regulator	—— Knee-bar
—— Bobbin	—— Needle
—— Presser-foot	

2. List all the numbers which regulate the upper thread.

.....

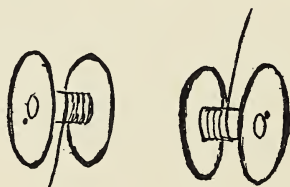
3. List the parts which help in winding a bobbin.

.....

4. Draw an arrow beside the wheel of the machine showing the direction in which the wheel turns.

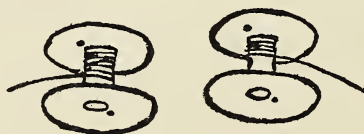
5. Which number adjusts the machine for stitching on varying thicknesses of material?

6. Which bobbin is in the correct position for placing in the machine for stitching?



7. Which bobbin is in the correct position for winding?

.....



8. List the numbers of the parts in the order you would use them in threading the upper thread.

FORM 23. DESIGNER'S TEST ON MATERIALS.

Directions: Materials found in designer's envelope No. 1.
Select the one best answer for each of these samples.

	SAMPLE 1	SAMPLE 2	SAMPLE 3	SAMPLE 4
1. The width of this material was: 24, 27, 32, 36, 39, 44				
2. The cost of this material was: 9¢, 12¢, 15¢, 18¢, 25¢, 35¢, 50¢, 59¢, 75¢, \$1.00 per yard				
3. This material is most often used for draperies, dresses, housekeep- ing, trimmings				
4. The fiber in this material is cotton, linen, silk, wool				
5. For hand sewed seams on this ma- terial, use needle 1, 2, 3, 4, 5, 6, 7, 8, 9, 10				
6. To sew seams on this material, use thread number 10, 20, 30, 40, 50, 60, 70, 80, 90				
7. To launder this material most suc- cessfully, use water which is cold, lukewarm, warm, hot, boiling				
8. Soap: Ivory Snow, Lux, Naphtha, Chipso, Super Suds				
9. Dry in sunshine, shade, dark (rolled in towel)				
10. Iron: cool, warm, medium, hot				
11. The color of this material is natu- ral, dyed in the yarn, dyed after weaving, printed				
12. The finish of this material is due to natural fiber, weaving, dying, starching				
13. Fold, and pin Sample 1 and 3, mak- ing a true bias 3 inches long				

	SAMPLE 1	SAMPLE 2	SAMPLE 3	SAMPLE 4
14. Fold and pin Sample 2 and 4, making a bias $4\frac{1}{4}$ inches long				
15. A suitable seam for this material would be $\frac{1}{8}$ inch, $\frac{1}{4}$ inch, $\frac{1}{2}$ inch, $\frac{3}{4}$ inch				
16. Four kinds of material are suitable for a dress. Fill in the suggestions which you have for three of them				
MATERIAL:	Green and White Cotton Print	Plaid Gingham	Natural Pongee	White Pongee
Cost per yard	.....	.....	.....	.....
Size of pattern	.....	.....	.....	.....
Width of material	.....	.....	.....	.....
Number of yards needed	.....	.....	.....	.....
Decoration: Kind, color	.....	.....	.....	.....
Size of thread to use	.....	.....	.....	.....
Size of machine stitch	.....	.....	.....	.....
Two suitable seams 1	.....	.....	.....	.....
2	.....	.....	.....	.....
Number of hours needed for making	.....	.....	.....	.....
Use for scraps of cloth	.....	.....	.....	.....

FORM 24. DESIGNER'S TEST ON CONSTRUCTION.

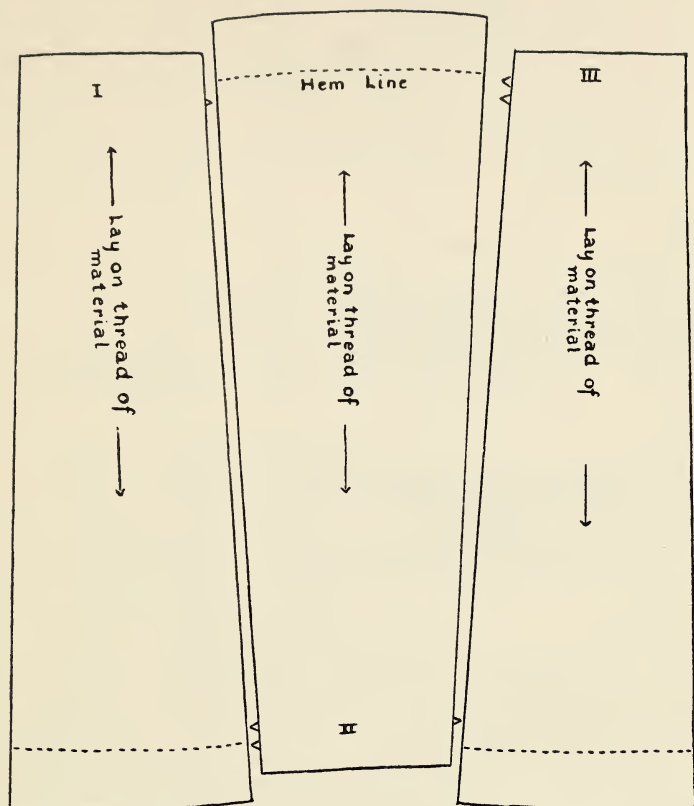
Directions: Materials found in designer's envelope number 2.

1. Use the picture on page 151 as a pattern. Make a model out of the attached material, making French seams.

2. Use stitch number 15 with a red underthread and white upper thread.

3. Make a gauge for the hem.

4. Across the top of the model apply the piece of the bias binding.



FORM 25. LIBRARIAN'S TEST.

Directions: From the library select a reference for three out of each group of the following:

TITLE	AUTHOR	PAGE
-------	--------	------

DESIGNER:

- How to make a pattern larger
How to make a false hem
How to make featherstitching or smocking
How to select a becoming pattern for a short, stout girl
How to choose colors which are becoming to yourself

NURSE:

- A story for a convalescent; small boy of
nine years
Entertainment of a girl of five years
Something to interest your mother
How to make a patient more comfort-
able
How to arrange a bouquet

DIETITIAN

- How to make a dessert with beaten eggs
How to plan a balanced meal
How to make a weight chart
How to select foods for a soft diet
An article suitable for a dietitian's scrap-
book

HOUSEKEEPER:

- How to remove rust
How to clean gloves
How to dye a silk garment
How to wash a woolen garment
How to clean painted walls

HOSTESS:

- How to write an informal invitation
How to care for polished furniture
How to set the table for a party
How to entertain a guest
How to arrange furniture in a room

COOK:

- How to find a baking temperature
How to garnish a salad

--	--	--

PRODUCT	AMOUNT	INGREDIENTS	UTENSILS
.....	<i>a.</i>	Butter	.....
	<i>b.</i>	Flour	.....
	<i>c.</i>	Salt	.....
	<i>d.</i>	Milk	.....
.....	<i>a.</i>	Eggs	.....
	<i>b.</i>	Milk	.....
	<i>c.</i>	Salt	.....
	<i>d.</i>	Flavoring	.....
.....	<i>a.</i>	Flour	.....
	<i>b.</i>	Vegetable fat	.....
	<i>c.</i>	Salt	.....
	<i>d.</i>	Baking powder	.....
	<i>e.</i>	Liquid	.....
.....	<i>a.</i>	Cracked cereal	.....
	<i>b.</i>	Water	.....
	<i>c.</i>	Salt	.....
.....	<i>a.</i>	Cocoa	.....
	<i>b.</i>	Sugar	.....
	<i>c.</i>	Milk	.....
.....	<i>a.</i>	Salmon	.....
	<i>b.</i>	Celery	.....
	<i>c.</i>	Parsley	.....
	<i>d.</i>	Mayonnaise	.....
	<i>e.</i>	Lettuce	.....
.....	<i>a.</i>	Eggs	.....
	<i>b.</i>	Butter	.....
	<i>c.</i>	Sugar	.....
	<i>d.</i>	Flour	.....
	<i>e.</i>	Milk	.....
	<i>f.</i>	Flavoring	.....
	<i>g.</i>	Baking powder	.....
.....	<i>a.</i>	Flour	.....
	<i>b.</i>	Butter	.....
	<i>c.</i>	Spinach	.....
	<i>d.</i>	Milk	.....
	<i>e.</i>	Salt	.....
	<i>f.</i>	Water	.....

FORM 27. DIETITIAN'S TEST I.

Directions: Fill in the blanks.

1. How many shares does:

10 gms. Fe =	6 gms. Ca =
2630 calories = .....	.013 gm. P =
67.0 gms. Ca =	60.0 gms. Pro =
1.25 units Vit. C =	1.150 gms. Ca =
.0175 gm. Fe = .....	.880 gm. P =
2384 cal. = .....	.132 gm. P =
50.0 gms. Pro. =	2250 units Vit. A =
32.6 units Vit. B =	2.50 units Vit. C =

2. List five sources of protein of excellent quality.

a. b. c. d. e.

3. A boy requiring 1570 calories of energy each day compares with our standard man by requiring:

More or less calorie shares
 More or less protein shares
 More or less calcium shares
 More or less phosphorus shares
 More or less iron shares
 More or less Vitamin A shares
 More or less Vitamin B shares
 More or less Vitamin C shares
 More or less Vitamin D shares

FORM 28. TEST II. 9TH GRADE HOMEMAKING: FOOD REQUIREMENTS

1. Construct a graph showing the dietary standards for a 70 kg. man who requires 3000 calories of energy per day. Label the share values and list below the total value of the dietary standard.

2. On the same sheet construct a graph to show the contribution which spinach gives to a diet when it contains: 1 calorie share; 3.51 protein shares; 12.22 calcium shares; 6.48 phosphorus shares; 30.12 iron shares.

3. Construct a graph showing Alice Irving's daily food requirements. Alice needs 2200 calories; 66 grams of protein; 1.0 gram of calcium; 1.0 gram of phosphorus and 0.014 gram of iron.

and therefore this class "family group" is not so much artificial as it is incomplete.

The testing program in this *Guide-Book* is not complete. Each teacher will feel the necessity of constructing more "mastery tests," more comprehension tests, and more achievement tests. These must be made as objective and as easily rated as possible. "Test, teach, test."⁶ Construct simple tests for fundamentals which must be mastered for an understanding. Some examples of these short mastery tests are given on pages 162 and 163. If Test I is correct, there is no need for Test II. If Test I is not correct, take Test II, and so on. The six tests illustrated cover the same nutrition information. It may be necessary for some children to try as many as six times, some will have it the first time. The teacher must make every effort to avoid the danger of testing without teaching between tests.

Perhaps achievement scales may be determined for homemaking taught under this plan. This will be of great value to teachers and pupils. But the aim must always be kept in mind that all tests constructed which are intended to be diagnostic in character must be those which require a minimum of time on the part of the pupil and which can be rated without becoming a burden to the teacher. Too many brave attempts at diagnostic testing have been abandoned by teachers because of the great amount of time required to give the tests, rate them, and record the results before planning the remedial teaching.

One of the great appeals to pupils of this plan of teaching is the visualizing and measuring of their daily progress. A goal achieved is an accomplishment giving satisfaction in any case. If the goal was reached with a

⁶ Henry C. Morrison, *Practice of Teaching in the Secondary School* (University of Chicago, 1926).

high degree of skill or success, then the satisfaction of the pupil is just so much intensified. The goals set are all ones which are possible of achievement by junior high-school girls and the joy of working toward their accomplishment is dependent on their realization of this. The goal must not be the end of the activity itself. The child should be conscious of the goal but thoroughly interested in the class activity for its own sake.

Work in nutrition is more interesting and appears to be easier when a person we know is willing to act as the subject of the problem.

OUR FRIEND MR. BAKER

Mr. Baker is our friend the Bus Driver. Our bus has to go up a very steep curved hill. Oftentimes the hill is a glare of ice and very often reckless drivers cause Mr. Baker to use his brakes quickly and hold firmly to the steering wheel.

Mr. Baker weighs 70 kilograms and you can find out that means pounds.

The reason Mr. Baker is so quick to guide the bus and so strong to put on the brakes and so cheerful and friendly to us all is because he is so healthy. Mrs. Baker helps to make Mr. Baker such a cheerful reliable friend. Mrs. Baker selects the food combinations for her family and knows that it is necessary for Mr. Baker to have 3,000 calories of energy each day. She knows that he needs other things besides energy if he is to drive the bus successfully. He needs 30 calorie shares for there are 100 calories in each share. He needs 30 shares of protein, 30 shares of calcium, 30 shares of phosphorus and 30 shares of iron.

All these shares weigh different amounts. One share of calories or energy contains 100 calories. One share of protein weighs 2.5 grams. One share of calcium weighs .023 grams. One share of phosphorus weighs .044 grams. One share of iron weighs .0005 grams.

A NUTRITION PROBLEM

Mr. Schmidt is our music director and was not feeling fit. He is a very busy man for he teaches in two schools which are over two miles apart. He had had irregular eating hours and we find he has not balanced his meals very well. Our class tried to help him. First we asked him to keep account of how he spent twenty-four hours. Below is his account of a full day.

<i>Time</i>	<i>Activity</i>	<i>Hours</i>
7:15- 7:40.....	Dressing	5/12
7:40- 8:00.....	Breakfast	1/3
8:00- 8:20.....	Drive to school	1/3
8:20-10:30.....	Instrument instruction	2 1/6
10:30-11:15.....	Eighth-grade music	3/4
11:15-12:00.....	Instrument instruction	3/4
12:00-12:30.....	Lunch	1/2
12:30-12:45.....	Instrument instruction	1/4
12:45- 1:30.....	Band	3/4
1:30- 2:15.....	Seventh-grade music	3/4
2:15- 3:00.....	Grade music	3/4
3:00- 4:30.....	Private instruction	1 1/2
4:30- 5:00.....	Play ping pong	1/2
5:00- 5:20.....	Drive home	1/3
5:20- 5:30.....	Prepare for dinner	1/6
5:30- 6:00.....	Dinner	1/2
6:00- 7:00.....	Reading	1
7:00- 8:00.....	Radio program	1
8:00-10:30.....	Reading	2 1/2
10:30-11:15.....	Prepare for bed	3/4
11:15- 7:15.....	Sleep	8

 24

Summarizing this we found he spent:

Dressing	1.33 hours
Eating	1.33 hours
Moderate exercise .....	.67 hours
Active exercise	8.42 hours
Strenuous exercise .....	.75 hours
Reading	3.5 hours
Sleeping	8. hours

 24 hours

Mr. Schmidt was five feet ten inches tall and weighed 152 lbs. To find out how many pound hours he was using his

energy, we multiplied each hour by 152. We knew that the amount of energy needed for these activities differed according to the amount of pep needed for each one. We wished to know the total amount of energy he spent during those twenty-four hours so we multiplied each pound hour answer by the calories needed for that particular hour, and our results were:

Activity	Time in Hours	Weight in Pounds	Pound Hours	Calories per Pound per Hour	Total Calories
Dressing	1.33	×	152 = 202.16	×	.77 = 155.6632
Eating	1.33	×	152 = 202.16	×	.69 = 139.4904
Moderate exercise .....	.67	×	152 = 101.84	×	1.18 = 120.1712
Active exercise	8.42	×	152 = 1279.84	×	1.88 = 2406.0992
Very strenuous exercise..	.75	×	152 = 114.00	×	3.9 = 444.6000
Reading	3.5	×	152 = 53.20	×	.69 = 36.7080
Sleeping	8.0	×	152 = 1216.00	×	.43 = 522.8800
	<u>24.00</u>				<u>3825.6120</u>

To make our answer simpler we call all fractions over .5 a full number and adding these answers gave us 3826 calories.

When we showed Mr. Schmidt the amount of food which was necessary to produce this energy, he agreed with us that perhaps some of his "active exercise" was "moderate." We suggested that Mr. Schmidt let us make and sell him his lunch for a few weeks and see if we could create a taste for easily digested foods and for ones which would help him meet his daily requirements. Below are listed some of the lunches which we prepared:

I

Cream of carrot soup, croutons
Lettuce on whole-wheat bread
Baked prune whip and custard
sauce
Milk

II

Vegetable plate
twice baked potato,
buttered cabbage,
grilled tomato,
cheese sauce
Lettuce on whole-wheat bread
Floating island
Milk

III

Beef broth with barley
Lettuce on whole-wheat bread
Orange juice
Maple parfait

IV

Creamed crab meat
Fruit salad
Lettuce on whole-wheat bread
Cocoa

HOW TO CALCULATE THE CONTRIBUTIONS OF ONE CUP OF COCOA TO A FOOD REQUIREMENT *

MATERIALS	MEASURE	WEIGHT		TOTAL CALORIES	PROTEIN	FATS	CARBO- HYDRATES	CALCIUM	PHOS- PHORUS	IRON	COST, Cents
		Oz.	Gms.								
Milk	1 cup	8.6	245.2	169	8.09	9.80	12.26	0.294	0.228	0.00059	0.0401
Cocoa	2 tsp.	0.2	5.2	29	1.12	1.50	1.96	0.006	0.037	0.00014	0.0044
Sugar	2 tsp.	0.4	11.3	45	....	....	11.30	....	....	....	0.0018
Totals cooked .	1 cup	9.2	261.6	240	9.21	11.30	25.52	0.300	0.265	0.00073	0.0463
Total shares ..				2.40	3.68			13.04	6.02	1.46	

A LESSON ASSIGNED FOR HOMEWORK IN A NINTH-GRADE CLASS

Such an understanding of contributions of food to the daily diet must be mastered by the class for the common understanding of the work done by the dietitian.

* Mary Swartz Rose, *Laboratory Handbook for Dietetics* (Macmillan).

PROBLEM: HOW CAN THE HOMEMAKING CLASS HELP SALVATORE TO MEET HIS FOOD REQUIREMENTS?

MEAL		SALVATORE'S BREAKFAST AND LUNCHES							In Units	
		Calculated in Shares							Vit. C	Vit. D
		Calories	Protein	Calcium	Phos- phorus	Iron	Vit. A	Vit. B		
<i>Breakfast</i>										
2 c. cocoa	.....	2.66	4.11	13.10	6.84	1.76	4.50	2.6	...	...
2 crackers	.....	.4	.4	.00	.20	.20	...	...	...	...
1 slice bread	.....	1.0	1.6	.20	.60	.60	...	...	...	...
butter	.....	.5	.05	.05	.05	.05	1.40	...	...	...
4 T. tomato juice	.....	.15	.22	.32	.34	.44	3.32	0.8	36	...
1 t. cod-liver oil	.....	.33	...	...	...	...	40.00	...	...	1666
1 c. milk	.....	1.60	3.04	12.09	4.88	1.12	5.00	2.5	...	...
1 graham cracker	.....	.20	.27	.07	.38	.38	...	...	...	...
<i>Luncheon</i>										
1 c. cocoa	.....	1.33	2.05	6.50	3.42	.88	2.25	1.3	...	...
2 slices bread	.....	1.20	2.12	.40	.12	.12	...	...	...	...
1 t. butter	.....	.33	.02	.03	.02	.02	1.40	...	...	...
Mayonnaise										
3 leaves lettuce	.....	.05	.13	.49	.25	.37	1.10	.3	...	...
1 c. soup	.....	1.12	1.94	2.00	1.53	2.53	6.48	1.0	11	...
1 apple	.....	.50	.13	.25	.23	.48	.60	1.0	...	...
Totals	.....	11.37	16.08	35.50	18.86	8.95	66.05	9.5	47	1666

We have enjoyed watching Mr. Schmidt survey his tray each day and it pleases us very much that he thinks we are good cooks as well as good dietitians. Our Pin Money Fund shows our efforts as well as Mr. Schmidt's improved health.

January 30, 1934

ANNA NORRIS, Dietitian
Ninth grade

FORM 29. FOOD REQUIREMENTS.

TEST I.

10 shares P =
50 shares Fe =
15 shares Ca =
40 shares Pro =
50 shares Vit. C =
100 shares Cal. =
30 shares Fe =
15 shares Vit. A =
25 shares Vit. B =
1 share P =
1 share Fe =
1 share Pro =
1 share Ca =

TEST II.

20 shares Fe =
15 shares Pro =
50 shares Cal =
30 shares P =
22 shares Ca =
10 shares Vit. B =
15 shares Vit. A =
14 shares Fe =
26 shares P =
1 share Pro. =
1 share Fe =
1 share Cal. =
1 share Vit. B =
1 share Vit. C =
1 share Ca =

FORM 30. FOOD REQUIREMENTS.

TEST III.

How many shares does:

10 gms. Fe =
6 gms. Ca =
2630 calories =
.013 gm. P =
67.0 gms. Ca =
60.0 gms. Pro. =
1.25 units Vit. C =
1.150 gms. Ca =
.0175 gm. Fe =
.880 gm. P =
2.684 Calories =
.132 gm. P =
50.0 gms. Pro =
2250 units Vit. A =
326 units Vit. B =

TEST IV.

How many shares does:

.044 gm. P =
.0250 gm. Fe =
.345 gm. Ca =
100.0 gms. Pro =
25 units Vit. C =
5000 calories =
.015 gm. Fe =
1500 units Vit. A =
750 units Vit. B =
1.32 gms. P =
1.150 gms. Ca =
120 gms. Pro =
2286 units Vit. A =
400 units Vit. C =
2300 Calories =

FORM 31. FOOD REQUIREMENTS FOR BOYS AND GIRLS.

TEST V.

1500 calories =	shares
56 gms. protein =	shares
1 gm. calcium =	shares
1 gm. phosphorus =	shares
0.015 gm. iron =	shares
1494 calories =	shares
1640 calories =	shares
53 gms. protein =	shares
2 gms. calcium =	shares
3 gms. phosphorus =	shares
0.67 gm. calcium =	shares
1.32 gms. phosphorus =	shares
0.03 gm. iron =	shares
120 gms. protein =	shares
.020 gm. iron =	shares
.025 gm. iron =	shares
75 gms. protein =	shares

TEST VI.

30 calorie shares =	calories
29 protein shares =	protein
28 calcium shares =	calcium
28 phosphorus shares =	phosphorus
30 iron shares =	iron
26 iron shares =	iron
23 phosphorus shares =	phosphorus
43 calcium shares =	calcium
36 protein shares =	protein
45 calorie shares =	calories
18 iron shares =	iron
26 calcium shares =	calcium
30 phosphorus shares =	phosphorus
24 protein shares =	protein
22 calorie shares =	calories
20 protein shares =	protein
15 iron shares =	iron

The cooks' daily schedules include time for "skill-drills." However, it is recognized that some teachers will not care to give time to this practice. The writer has spent considerable time over a period of several years in analyzing the basic skills required in junior and senior high-school cooking. It is evident that the cookery process

is a complex skill, an integration of habits. Unless one should have the training of a child from its infancy, it is impossible to initiate a great many of the elementary habits required in the cookery process, such as, handling a spoon in dipping dry ingredients or liquid, cutting with a knife, pouring from a cup, stirring and transferring foods from one utensil to another.

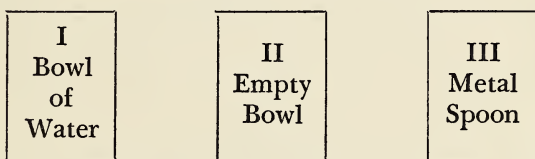
However, when children for the first time enter a cookery laboratory they have a mind-set which is favorable to organizing these old learned habits of motion into more efficient, economical motions. Moreover, as a pupil develops these fundamental muscular controls and techniques, she passes into the third class of skills, where the whole process is so complex as to constitute one of the so-called unanalyzable arts. In cooking, through the regular skill-drill, motion-mindedness is emphasized from the first by arranging utensils in the table drawers in certain ways so that it is possible to take out any desired utensil by the "touch method" without looking. This seems like a game. "Shut your eyes and take out your spatula." In preparing the desirable set-up of utensils for this learning, special consideration is given to economy of time and energy for the efficiency of movements. The fundamental principle in the arrangement of the work table is the avoidance of the necessity of crossing the hands, and the utensils are placed in the order in which they are to be used. This order is established for any series of recipes, for example, batters and doughs, which vary in method of mixing only in minor operations, such as sifting and measuring of dry ingredients, measuring of solids and liquids, preparation of eggs, etc. Music has been introduced into these short drills, as well as in the demonstration, in order to produce ease of movement and to give a rhythmic sequence of motions.

SUGGESTIONS FOR SKILL-DRILLS

Skills	Utensils Required	Ingredients
Pouring	Bowls	Water
Measuring: Liquid ...	Cups, spoon, spatula, bowl	Water
Stirring	Bowls, wooden spoon	Water
Beating	Bowls, egg beater, spoon	Water and flour
Cutting and folding...	Bowls, spoon	Water, egg white, cream
Measuring: Dry	Bowls, spoons, cup, knife	Flour, egg white
Stirring	Bowls, cup, wooden spoon	Flour, salt, sugar
Sifting	Bowls, sifter, spoon	Water, flour
Peeling	Bowls, knife	Flour, salt, sugar
Washing	Bowls, brush	Potatoes, orange, apple, water
Dish washing	Dish pans, drainer, soapdish, towels, dish cloth	Potato, apple, water
		Water, soap, towels

SUGGESTIONS FOR SOME SKILL-DRILLS

1. To establish correct patterns for measuring liquids:

Arrangement of Utensils*Direction:*

Fill bowl I with water
Dip spoon to bottom of bowl I
Raise spoon full of water
Carry spoon to bowl II
Dip spoon to bottom of bowl II
Drop liquid from spoon
Carry spoon to bowl I

2. To establish correct motion patterns for cutting and folding:

Arrangement of Utensils



Direction:

Fill bowl one-quarter full of warm water

Add soap and make fine suds

Use side-edge of spoon

Cut in center of suds with spoon

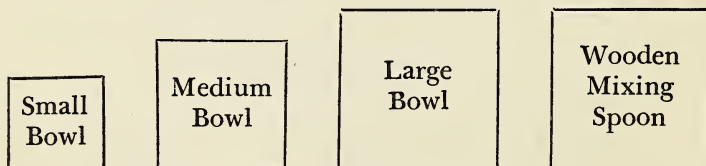
Slide spoon along bottom and up side of bowl

Fold. Turn spoon and drop suds

Repeat "Cut, slide, fold."

3. To establish correct motion patterns for beating with a wooden spoon:

Arrangement of Utensils



Direction:

Fill all bowls one-half full of water

Hold mixing spoon easily as if an extension of hand

- a. Stir carefully in one direction all around bowl whose number is called by your teacher

1-2-3

2-1-3

1-3-2

- b. Use the beating motion, lifting the spoon up to let the air into the liquid
Beat in the bowl whose number is called.

DIRECTIONS FOR ANALYZING A DEMONSTRATION

Necessary Equipment:

Sharp pencil
This form

Procedure:

Read directions carefully before demonstration begins.

Place your seat where you can see everything on demonstration table

What does the demonstrator plan to do?

Observe the table which the demonstrator has arranged
Sharp eyes should see everything

How many ingredients does the demonstrator plan to use?

How many utensils does the demonstrator plan to use?

How many other things does the demonstrator plan to use?

Fill in the record below all the ingredients and utensils which you see

Opposite each utensil write the number of each which you see

Write in the names of anything not listed

Make a record of three things which your demonstrator does

Each time she uses a case-knife, make a mark (/) beside its name

Slant every fifth mark, make it cross four up-and-down marks (++++)

Each time she pours, make a mark beside its name

Each time she wastes time, make a mark beside its name

AN OBSERVATION OF A TEACHER'S COOKERY DEMONSTRATION

Utensils	Times Used	Operations	Times Used	Suggestions for Improvement	Times Ob- served
Knives: case		Pouring		Walking	
peeling..		Stirring		Reaching	
Fork		Measuring:		Cross hands ..	
Teaspoon		liquid		Searching	
Tablespoon		dry		Use towel	
Wooden spoon .		Boiling		Preparation for	
Spatula		Cutting		work	
Egg-beater		Washing		Arrangement .	
Egg whip		Sifting			
Cup: glass		Greasing			
metal		Straining			
Bowls		Peeling			
Saucepan		Beating			
Double boiler ..		Baking			
Thermometer ..		Scalding			

DIRECTIONS FOR ANALYZING THE USE OF A UTENSIL

Necessary Equipment:

Sharp pencil

This sheet

Procedure:

Place your seat where you can see everything on demonstration table

What utensil are you to watch?

Observe carefully arrangement of utensils on table

How many ingredients does the demonstrator plan to use?

How many utensils will the demonstrator use?

How many other things does the demonstrator plan to use?

Make a record of what your demonstrator does with
a

AN OBSERVATION OF A UTENSIL DEMONSTRATION

Utensils	Times Used	Operations	Times Used	Suggestions for Improvement	Times Observed
T. t. Spoon ...		Raising Carrying Dipping Cutting Dropping Pouring		Preparations for work Arrangement ... Searching Spilling Dipping Crossing hands .. Speed Reading Use of towel.....	

Report:

The utensil I observed was

The was used times

The was used in operations

The use of is of importance to the finished product

Signed.....

Date..... Demonstrator.....

DIRECTIONS FOR FINDING THE IMPORTANCE OF A SPOON

Necessary Equipment:

Book with recipes

Sharp pencil

Procedure:

Select a recipe for something which you wish to make some day.

Most recipes are written for experienced cooks and list only utensils needed for measurement.

How many utensils are listed in the recipe you selected?

Write these in chart below.

How many utensils will you need to help in preparing this dish? Write these in the chart below.

The chart has room for two more recipe records.

Select two more and fill in with this information.

UTENSILS FOUND IN RECIPES

UTENSILS		RECIPE			TOTAL NUMBER TIMES NEEDED
Measuring	Preparation	I	II	III	

Summary:

There were utensils listed

There were utensils needed

There were spoons listed

There were spoons needed

The spoon rated on this chart

The spoon rated on my demonstration
chart

Using a spoon is of no or much importance

A spoon is most needed for

.....

Cook

Date.....

.....

Demonstrator

DIRECTIONS FOR A SKILL-DRILL IN THE USE OF A TABLESPOON
WITH DRY INGREDIENTS*Aim:* To establish correct motion patterns for accurate and
quick measuring*Necessary Equipment:*Wide-mouth storage jar containing dry ingredients
(flour, cereal, etc.)

Table spoon Knife

Bowl Towel

Suggested arrangement:



Procedure:

Arrange equipment in front of you

Stand at ease

Hold your utensils as if they are extensions of your hand

Hold the spoon in your left hand

Hold the knife in your right hand

Listen to the music while you say these words:

Dip, raise, cut, go;

Dip, raise, drop, return.

Dip means dip spoon to bottom of storage jar

Raise means raise spoon filled with flour

Cut means knife blade at angle to spoon edge, cut with one stroke from handle to tip of bowl

Go means carry leveled spoonful to bowl

Dip means dip spoon into center of bowl

Drop means empty spoonful into bowl

Return means carry empty spoon back to storage bowl

Follow the words with smooth, even motions when teacher or fellow-cook repeats these words in time with music: Dip, raise, cut, go; dip, raise, drop, return.

Reverse this process—When your jar is empty or the bowl is full, fill your spoon from the bowl and empty in the jar.

(Music— $\frac{4}{4}$ or march time)

Report:

I did did not spill food

I did did not fill every spoon full

I did did not even each spoonful with my knife

I noticed did not notice improvement in my work

I spent minutes in getting ready

I spent minutes on the drill

.....

Cook

Date.....

.....

Hostess

CHAPTER VII

ENLARGING THE FAMILY GROUP

WHEN it becomes necessary to organize a class of a large size or when the interests of the girls seem to call for it, the organization may be expanded to provide other pupil stations than those listed in the original plan. It is possible, if the kitchen and sewing equipment are sufficient, to care for any size of class without adding new stations. In one class in which this organization was used, the group wished to have a station for a waitress and so a weekly plan and a daily schedule for a waitress were set up. In a class which had been working together only three weeks the girls suggested and showed great interest in having a station for a nurse. To insure there being no confusion between professionally trained nurses and the homemaker who merely cares for illnesses of her own family, the name "home nurse" was given to this station. The teacher may insert these stations preferably between the designer and the hostess, the waitress preceding the home nurse.

If the general routine of the apartment, including the program of the nutrition group, makes it possible, interesting material could be gathered together for the station of mother's helper. Any of these adaptations mean, of course, a shifting of content from one station to another.

Waitresses are not found in many modern homes of moderate means and the daughter is most often the sub-

FORM 32. GOAL SHEET FOR WAITRESS.

Goal	Activity	Instruction Sheet	Date Completed	Rating
AS A FAMILY MEMBER: 1. Knows and applies standards of personal appearance 2. Knows and applies health standards 3. Shows evidence of industry 4. Shows evidence of thrift 5. Is honest and reliable 6. Is courteous 7. Shows evidence of responsibility and initiative 8. Is loyal 9. Recognizes and uses leisure time 10. Uses good taste in arrangement of furniture and in selection of supplementary furniture 11. Understands and uses household health standards		Personal Appearance Chart Health Chart Family Membership Chart		
AS WAITRESS: 1. Can launder a starched apron and cap and table doilies 2. Can clean and arrange china cabinets				

[illegible]

FORM 33. GOAL SHEET FOR HOME NURSE.

Goal	Activity	Instruction Sheet	Date Completed	Rating
As A FAMILY MEMBER:				
1. Knows and applies standards of personal appearance		Personal Appearance Chart		
2. Knows and applies health standards		Health Chart		
3. Shows evidence of industry				
4. Shows evidence of thrift				
5. Is honest and reliable				
6. Is courteous				
7. Shows evidence of responsibility and initiative				
8. Is loyal				
9. Recognizes and uses leisure time				
10. Uses good taste in arrangement of furniture and in selection of supplementary furniture		Family Membership Chart		
11. Understands and uses household health standards				
As HOME NURSE:				
1. Can prepare and serve medicine				
2. Can take and record a pulse				
3. Can take and record mouth temperature				

stitute. This has, of course, modified the table service somewhat, tending to make it more informal. It is, however, desirable that the girl should be able to perform this service gracefully and easily.

To have a place in the homemaking organization given over to this special position may prove advantageous when the class is very large, when the equipment is shared between classes, or when this organization is used in a modified laboratory—unit kitchens with adjoining dining room and laundry units.

If the position of waitress is to be included in the family group, then some slight adjustment should be made so that table service, cleaning silver, caring for table linen, flower arrangement, etc., be accorded to her schedule. The sheets following are designed for such use. Under the organization as used in a small or medium-size class, these duties are scattered among the group.

The position of "home nurse" grew out of the interests of one class working with this organization, a class of twenty-two, and it was fitted into the scheme with the schedule found on page 181.

APPENDIX A

TYPICAL PLANS AND SCHEDULES

A COOK'S PLAN

<i>First Day</i>	Family Conference on membership and goals achieved Make plans for week Refill all supply jars in cabinet Check supply and arrangement of utensils Check quantity and arrangement of ingredients Set up table for skill lesson
<i>Second Day</i>	Skill drill Prepare, serve, and clean up according to Dietitian's plan Each day—Assistant Cook will plan to eat lunch with nutrition guests Each day—Cook will plan to serve her product in lunch-room, return clean dishes to kitchen cabinet, and proceeds of sale and report to cash box
<i>Third Day</i>	Skill drill Prepare, serve, and clean up according to Dietitian's plans
<i>Fourth Day</i>	Skill drill Prepare, serve, and clean up according to Dietitian's plans
<i>Last Day</i>	Skill drill Clean kitchen according to directions Write Progress Report

A COOK'S DAILY SCHEDULE

Working Center—KITCHEN

Time	Duty
10:30-10:36	Receive smock Receive <i>Guide-Book</i> Set up table for skill lesson or drill
10:37-10:46	Skill lesson or drill
10:47-11:37	Proceed according to plan for day
11:38-11:40	Write One-Minute Report of progress
11:41-11:55	Family Conference in living room Your report is #3 or #4
11:56-12:00	Return smock to hanger and hanger to Hostess Return <i>Guide-Book</i> to Librarian Greet your Hostess as you leave the apartment

A DIETITIAN'S PLAN

<i>First Day</i>	Family Conference on membership and goals achieved Make a menu for the cooks for next week according to their progress Select recipes for all of these dishes
<i>Second Day</i>	Before school weigh the girls with School Nurse's assistance Give weights to Librarian Calculate and make order for cook's supplies for next week
<i>Third Day</i>	Give Librarian a shampoo This is your opportunity for a shower Consult Nurse on progress of girls
<i>Fourth Day</i>	Calculate share-value of luncheons eaten by girls last week Note changes on the charts of nutrition group
<i>Last Day</i>	Complete estimating value of luncheons Contribute to Dietitian's Scrap-Book Write Progress Report

A DIETITIAN'S DAILY SCHEDULE

Working Center—LIVING-ROOM, Desk

Time	Duty
10:30-10:35	Receive smock Receive <i>Guide-Book</i>
10:36-11:35	Work period Proceed according to plan for day
11:36-11:40	Write One-Minute Report of progress
11:41-11:55	Family Conference in living-room Your report is #7
11:56-12:00	Return smock to hanger and hanger to Hostess Return <i>Guide-Book</i> to Librarian Greet your Hostess as you leave the apartment

A HOME NURSE'S PLAN

<i>First Day</i>	Family Conference on membership and goals achieved Prepare the service for a dose of liquid medicine for a bed patient Prepare the service for a pill for a bed patient Take and record the pulse of the Dietitian Take and record the temperature of the Librarian Take and record the respirations of the Hostess
<i>Second Day</i>	Prepare a hot-water bottle of medium heat Prepare an ice cap for use Disinfect the toilet in the bathroom
<i>Third Day</i>	Make a cover for a hot-water bottle
<i>Fourth Day</i>	Make a cover for an ice cap
<i>Last Day</i>	Prepare several cultures of bacteria from some of these places—bathroom sink, kitchen sink, waste pail, door knob, refrigerator Place them in various places to grow Write Progress Report

A HOME NURSE'S DAILY SCHEDULE

Working Center—BATHROOM, Table, Day-Bed

Time	Duty
10:30-10:35	Receive smock from Hostess Receive <i>Guide-Book</i> from Librarian
10:36-11:35	Work period Proceed according to plan made for day Check first-aid supplies and replenish where needed At any time during period, dress any minor cut, burn, etc., which may occur Record on chart the treatments given Watch the growth of bacteria and record your conclusions on One-Minute Report
11:36-11:40	Write One-Minute Report on progress
11:41-11:55	Family Conference in the living-room Your report is #10
11:56-12:00	Return smock to hanger and hanger to Hostess Return <i>Guide-Book</i> to Librarian Greet your Hostess as you leave the apartment

CLASS SCHEDULE

Time	Assistant Housekeeper	Housekeeper	Librarian
10:30- 10:35	Receive smock Receive folder	Receive smock Receive folder	Receive smock Give out folders
10:36- 11:35	Launder silk garment and bath towels Receive and give a manicure	Return clean towels to drawers Wash towels Check supplies and replenish Care for cleaning cabinet Give and receive a manicure	Record weights of nutrition group Record recipe list from Dietitian Write recipe cards for next week
11:36- 11:40	Write One-Minute Report	Write One - Minute Report	Write One - Minute Report
11:41- 11:55	Family Conference	Family Conference	Family Conference
11:56- 12:00	Return smock Return folders Greet Hostess	Return smock Return folder Greet Hostess	Receive folders Return to bookcase Return smock Greet Hostess

FOR TUESDAY

Dietitian	Assistant Cook and Cook	Assistant Designer and Designer	Hostess
Receive smock Receive folder	Receive smock Receive folder	Receive smock Receive folder	Give out smocks Put on smock Dismiss Jesse (nutrition group)
Give weights of nutrition children to Librarian Inspect lunch-room supplies Calculate and make orders for lunch-room for next week Calculate and make order for cook's supplies for next week	Set up table for skill drill Skill drill Prepare, serve, and clean according to Dietitian's plan	Complete information on pattern adjustment Begin construction	Grade family at working centers Sweep, dust living-room Oil sewing machines Wind two bobbins 11:30—Notify family of time 11:35—Receive children for rest period
Write One-Minute Report	Write One-Minute Report	Write One-Minute Report	Write One-Minute Report
Family Conference	Family Conference	Family Conference	Family Conference
Return smock Return folder Serve lunch to nutrition group	Go to lunch-room to serve food product made Assist Dietitian with nutrition group lunch	Return smock Return folder Greet Hostess	Notify family of time Hand out hangers Return hangers to closet Stand at door as family leave

A HOUSEKEEPER'S PLAN

<i>First Day</i>	Family Conference on membership and goals achieved Make plans for each day of week Take test in use of washing machine Check laundry and broom cabinets
<i>Second Day</i>	Give and receive a manicure
<i>Third Day</i>	Launder a woolen garment
<i>Fourth Day</i>	Clean bathroom Clean laundry
<i>Last Day</i>	Dry clean a silk and a woolen garment Write Progress Report

A HOUSEKEEPER'S DAILY SCHEDULE

Working Center—LAUNDRY

Time	Duty
10:30-10:35	Receive smock from Hostess Receive <i>Guide-Book</i> from Librarian
10:36-11:35	Work period Return all clean towels to drawers Wash all towels on towel rack Check supplies. Replenish supplies Care for cleaning cabinet Proceed according to plan for day Check housekeeping according to Daily Standards
11:36-11:40	Write One-Minute Report
11:41-11:55	Family Conference in the living-room Your report is #2
11:56-12:00	Return <i>Guide-Book</i> to Librarian Return smock to hanger and hanger to Hostess Greet your Hostess as you leave the apartment

APPENDIX B

ESSENTIAL EQUIPMENT AND SUPPLIES CALLED FOR ON PUPILS' WORK SHEETS

KITCHEN AND LAUNDRY

Equipment

- 1 cabinet, sink and refrigerator
- 1 laundry sink
- 2 stoves
- 1 ironing board and iron
- 1 clothes-tree
- 1 mangle (optional)
- 1 washing machine
- 2 kitchen tables
- 8 kitchen stools
- 2 high stools
- 8 sets kitchen-utensils
china and glassware for 8
silver and linen service for 8

Equipment

- towels
- dish-cloths
- aprons
- vase
- candlesticks
- 2 waste pails
- 1 electric mixer (optional)
- 1 dry cleaner (optional)
- 1 floor-brush
- 1 brush-broom
- 1 dust-pan
- 1 scrub-brush
- 1 mop-pail and wringer

LIVING-ROOM

Equipment

- 1 day-bed, mattress, mattress-cover
- 1 pillow
- 1 blanket
- 1 day-time cover
- 3 sheets
- 2 pillow-cases
- 1 secretary
- 1 open bookcase
- 1 large gate-leg table (six feet)

Equipment

- 1 mirror
- 1 corner-cupboard
- 8 straight chairs
- 3 side chairs
- 1 settee
- 1 Martha Washington sewing table
- 2 electric sewing machines
- 7 pictures
- 1 flower box

BATHROOM

Equipment

- 1 comb
- 1 brush
- 1 rubber shampoo shawl
- 1 rubber apron
- 6 bath towels and face cloths
- 6 orange-wood sticks
- 1 nail file
- 1 cuticle-clippers
- 1 small pillow, 2 cases

- 1 small bowl
- 1 bathtub and shower
- 1 sink and toilet-seat
- 1 shower-curtain

Equipment

- 1 bath-mat
- 1 portable spray
- 1 cabinet
- 1 hamper
- 1 waste basket

BATHROOM—*Continued**Supplies*

soap for shampoo
sodium-hydroxide solution
cotton

nail-boards and brush

cold cream

soap flakes

cake soap

HOUSEKEEPING

Equipment

2 paint brushes
2 glass jars
2 batik brushes
1 double-boiler for paraffin
3 bowls
 cheese-cloth
2 water-pails
2 dish-pans

Supplies

mild soap
soap powder
soap flakes
scouring powder
steel wool
bleaching solution
ammonia
bluing
starch

Supplies

hydrogen peroxide
turpentine
alcohol
dry-cleaning fluid
re-claiming powder for above
spot remover
liquid furniture wax and linseed oil
silver polish
whiting
brass polish
dye
paraffin
paint
machine-oil and lubricant
paper-towels
disinfectant
old newspapers

COOKERY

Supplies purchased as ordered by dietitian

HOME NURSE

Equipment

1 tumbler
1 drinking tube
1 small tray
1 thermometer
1 hot-water bottle
1 ice cap
1 watch with second hand
2 small glass jars with covers
 1 or more vases
6 test-tubes
6 petri dishes
1 glass funnel
1 test-tube rack and holder
1 magnifying glass

Supplies

nurses' charts
paper doilies and napkins
toothpicks
swab sticks
tongue depressors
cotton
bandages
adhesive tape
iodine
grain alcohol
burn ointment
disinfectant
paste and mounting paper
old magazines and newspapers

DIETITIAN

Equipment

share box
ruler
crayons
yardstick
6" x 2" x 1" wood blocks

Supplies

cod-liver oil
tomato juice

Supplies

tag board
bristol board
1", 1/2", 1/4" squared paper
hard and soft pencils
1/4" dowling
plain white paper
mounting paper

DESIGNER (Sewing)

Equipment

bobbins
machine needles
scissors
shears
thimbles
pins
needles
yard stick
tape measure
set of small bowls for testing
fabrics
piece-box with sizable scraps of
materials

Supplies

threads
bias binding
rick rack
unbleached muslin
cotton tape
outing flannel
apron materials
apron pattern
matches
glycerine
dress-materials from Red Cross
magazines
plain paper
mounting paper

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